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ABSTRACT

The Grad Rule 101 Web site is designed to help college and university faculty with instructional support relative to enhancing preservice teachers' knowledge, skills, and dispositions of the Minnesota Graduation Standards. It uses a variety of tasks that allow preservice teachers to become familiar with the structure, requirements, and specifications of the Minnesota Graduation Standards. It also trains users in the careful evaluation of their newly developed instruction and assessments. It allows participants to develop a broader understanding of standards-based education by providing modules that compare and contrast content standards from other states and from the national content organizations. Part one, "Introduction to Standards-Based Education," presents the "Rationale"; "National Professional Organizations"; "State-by-State P-12 Organizations"; and "Minnesota Graduation Rule." Part two, "Preparatory Standards," discusses: "Learning Area 3: The Arts" ("Primary Level," "Middle Level," and "Intermediate Level" [Sheila Wright]); "Learning Area 4: Mathematical Applications" (Ron Browne); "Learning Area 5: Inquiry" (Warren Sandmann); and "Learning Area 7: People and Cultures" "(Primary Level," "Middle Level," and "Intermediate Level" [Sheila Wright]). Part 3, "High Standards," discusses: "Learning Area 1: Read, Listen, and View" (John Banschbach and Warren Sandmann); "Learning Area 2: Write and Speak" (John Banschbach and Warren Sandmann); "Learning Area 3: The Arts" (John Banschbach, Warren Sandmann, and Sheila Wright); "Learning Area 4: Mathematical Applications" (Kil S. Lee and Mary Ann Lee); "Learning Area 5: Inquiry" (John Banschbach); and "Learning Area 7: People and Cultures" (Clark Johnson). Part 4, "Implementing the Graduation Rule Standards," describes "Curriculum Web Tasks." (SM)

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ED 443 818

Grad Rule 101

Grad Rule 101 Website in Support of Minnesota Graduation Rule Standards

http://www.coled.mnsu.edu/MNGradRule/main.htp

A Teacher Education Project Sponsored by Minnesota State Colleges and Universities

Editors
Leroy Kemp and Peggy Ballard

L. Kemp

MINNESOTA STATE UNIVERSITY
MANKATO

COLLEGE OF EDUCATION

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Abstract

Title: **Grad Rule 101: Grad Rule 101 Website in Support of Minnesota Graduation Rule Standards**

Author/s: Leroy Kemp and Peggy Ballard, Editors

The standards-based movement in education has continued as the major catalyst for the reform effort aimed at systemic change containing an emphasis on how teachers teach and how students learn. This emphasis challenges both teachers and students because standards too often present an unfamiliar structure of subject specific knowledge and skill application. In order for students to achieve success within a standards–based educational system, both beginning level and veteran teachers must possess a deeper understanding of the curriculum content and necessary student application skills.

The Grad Rule 101 Website is designed to assist college and university faculty with the instructional support relative to the enhancement of preservice teacher education candidates' knowledge, skills, and dispositions inherent in the standards-based movement in preservice teacher education. Several theoretical assumptions support the pedagogical premises of the Grad Rule 101 Website. These major perspectives suggest that 1) learning at all levels is an active and personal process, in which individuals construct and reconstruct knowledge as they go along, 2) learning is situated and context bound involving social interactions within a political environment, and 3) learning is content or domain specific. Thus, each of the Grad Rule 101 Website contributing authors developed instructional modules that enable preservice teachers to 1) acquire personal dispositions about the Graduation Standards, 2) apply the standards within the content areas they plan to teach, 3) assess the level of performance achievement based on situated contexts, and 4) make evaluations about the appropriateness of their competence in teaching the graduation standards.

The Grad Rule 101 Website is faculty driven and student responsive. To achieve integration, continuity, and sequences, faculty included in each instructional module 1) An Introduction to the Graduation Rule, 2) A Variety of Instructional Sequences, and 3) Multiple Assessment Strategies. Moreover, the authors have thoroughly integrated technology into the module instrumentation. Thus preservice teachers are expected to use technology and to apply technology competencies to automate, accelerate and enhance their development of teaching and learning strategies. Consequently, the Grad Rule 101 Website, from a technology perspective, becomes a catalyst for significant changes in teaching and learning practice.

The Grad Rule 101 Website's conceptual framework begins with an introduction to the national, regional, and state level efforts in the development of the performance-based P-12 and Post-secondary education systems. At stage two, Minnesota's Preparatory and High Standards are examined with a distinct focus on preservice teacher preparation. In the final stage, preservice teachers acquire an understanding of specific graduation standards model and activities used by P-12 educators.

Minnesota State University, Mankato

College of Education

Grad Rule 101Website

in

Support of Minnesota Graduation Rule Standards

A Preservice Teacher Education Project

****

Final Report Prepared for

Minnesota State Colleges and Universities

and

The Council on Professional Education

By

Peggy Ballard, Sheila Wright, Ron Browne, John Banschbach, Warren Sandmann, Kil S. Lee, Mary Ann Lee and Clark Johnson

June 2000

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Acknowledgements

Project Coordinator

Dr. Peggy Ballard completed her Ph.D. in Curriculum & Instruction at Purdue University in 1988. Ballard currently serves as an Associate Professor in the Curriculum & Instruction Department at Minnesota State University, Mankato (MSU,M) and has been the Graduation Standards Coordinator since 1997.

During her tenure, she assisted in the development of a matrix created by the College Grad Standard Technicians (CGST), which is used as a guide to providing the necessary knowledge, skills and dispositions concerning the MN Graduation Standards at each institution. As part of this team and in collaboration with colleagues at MnSCU, it was part of her responsibilities to align MSU,M's preservice teacher education curriculum with the knowledge, skills and dispositions on the matrix. Dr. Ballard has been instrumental in providing a framework for implementing the knowledge base for our preservice teachers toward understanding standards-based education and how it would impact future as educators.

In order to facilitate implementation of the matrix, Dr. Ballard utilized faculty workshops and team meetings to provide a thorough guidance to MSU,M's faculty in the teaching of the MN Grad Standards in their courses. To maintain a continuing effort to refine and update faculty and preservice teachers knowledge and understanding of the topic, Dr. Ballard has provided over 150 classroom presentations on the MN Grad Standards. Dr. Ballard has also presented effective informational and instructional programs at both the state teacher's convention and the state reading teacher's convention to train inservice teachers on the management of MN Grad Standards implementation. Dr. Ballard continues to enthusiastically contribute her carefully developed consulting services to local school districts to assist them in the smooth and professional implementation of the Minimum Basic Standards Test in Reading (a component of the MN Grad Standards).

Dr. Ballard received a dissemination grant, which funded her development and implementation of a web site containing instructional modules that allow pre-service and inservice teachers to access current information and training on the appropriate implementation of the MN Grad Standards.

ž HYPERLINK "http://www.coled.mnsu.edu/MNGradRule/main.htp"
– http://www.coled.mnsu.edu/MNGradRule/main.htp

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Preface

In 1998 the Minnesota State Legislature appropriated three million dollars—the teacher Education Technology Funds—for Minnesota State Colleges and Universities (MnSCU). Legislators dedicated this money to redesign teacher education programs with emphasis on infusing core technology competencies and Graduation Standards into curricula in MnSCU's teacher education programs. In collaboration with the Counsel on Professional Education (Bemidji State University/Metro Teacher Collaborative, Minnesota State University, Mankato, Minnesota State University, Moorhead, Southwest State University, St. Cloud State University, and Winona State University) MnSCU initiated the development of a Preservice Teacher Education Graduation Standards Website. Minnesota State University, Mankato's College of Education was awarded grant funding to take the lead responsibility for the Grad Rule 101 Website Project.

The Grad Rule 101 Website is designed to assist college and university faculty with the instructional support relative to the enhancement of preservice teacher education candidates' knowledge, skills, and dispositions of the Minnesota Graduation Standards. Several theoretical assumptions support the pedagogical premises of the Grad Rule 101 Website. These major perspectives suggest that 1) learning at all levels is an active and personal process, in which individuals construct and reconstruct knowledge as they go along, 2) learning is situated and context bound involving social interactions within a political environment, and 3) learning is content or domain specific. Thus, each of the Grad Rule 101 Website contributing authors developed instructional modules that enable preservice teachers to 1) acquire personal dispositions about the Graduation Standards, 2) apply the standards within the content areas they plan to teach, 3) assess the level of performance achievement based on situated contexts, and 4) make evaluations about the appropriateness of their competence in teaching the graduation standards.

Dr. Peggy Ballard, the Grad Rule 101 Website Project Coordinator, engaged faculty in the conceptualization, design, development, and evaluation of Grad Rule 101. Thus the Grad Rule 101 Website is faculty driven student responsive. To achieve integration, continuity, and sequences, faculty included in each instructional module 1) An Introduction to the Graduation Rule, 2) A Variety of Instructional Sequences, and 3) Multiple Assessment Strategies. Moreover, the authors have thoroughly integrated technology into the module instrumentation. Thus preservice teachers are expected to use technology and to apply technology competencies to automate, accelerate and enhance their development of teaching and learning strategies. Consequently, the Grad Rule 101 Website, from a technology perspective, becomes a catalyst for significant changes in teaching and learning practice.

The Grad Rule 101 Website's conceptual framework begins with an introduction to the national, regional, and state level efforts in the development of the performance-based P-12 and Post-secondary education systems. At stage two, Minnesota's Preparatory and High Standards are examined with a distinct focus on preservice teacher

preparation. In the final stage, preservice teachers acquire an understanding of specific graduation standards model and activities used by P-12 educators.

On behalf of the College of Education at Minnesota State University, Mankato, I express appreciation to Representative Gene Pelowski, Jr. for his visionary leadership in sponsoring the Chapter 384 Legislation that provided the three million dollar ($3,000,000) Teacher Education Technology and Graduation Rule funding. This funding has made a significant contribution to MSU,M's teacher education graduates' level of computer and technology information competence for infusing technology in teaching.

Leroy Kemp, Dean
College of Education

Table of Contents

	PAGE
Part I	1
Introduction to Standards-Based Education	3
Rationale	4
[http://cfl.state.mn.us/GRAD/Intro1.htm]	
National Professional Organizations	4
[http://www.edweek.org/context/orgs/orgs.htm]	
State by State P-12 Organizations	4
[http://www.ccsso.org/seamenu.html]	
Minnesota Graduation Rule	4
[http://cfl.state.mn.us/GRAD/]	
Part II Preparatory Standards	9
Learning Area 3: The Arts	9
Primary Level	9
Sheila Wright	
Middle Level	15
Sheila Wright	
Intermediate Level	21
Sheila Wright	
Learning Area 4: Mathematical Applications	29
Ron Browne	

Learning Area 5: Inquiry 35
Warren Sandmann
Learning Area 7: People and Cultures 37
Primary Level 37
Sheila Wright
Middle Level 45
Sheila Wright
Intermediate Level 53
Sheila Wright

Part III. High Standards 59
Learning Area 1: Read, Listen and View 63
John Banschbach and Warren Sandmann
Learning Area 2: Write and Speak 67
John Banschbach and Warren Sandmann
Learning Area 3: The Arts 69
John Banschbach, Warren Sandmann & Sheila Wright
Learning Area 4: Mathematical Applications 75
Kil S. Lee & Mary Ann Lee
Learning Area 5: Inquiry 81
John Banschbach
Learning Area 7: People and Cultures 83
Clark Johnson

Part IV. Implementing the Graduation Rule Standards 97
Curriculum Web Tasks 99

Part I

Introduction to Standards-based Education

Introduction to Standards – Based Education

By

Dr. Peggy Ballard

The standards - based movement in education has been a reform effort aimed at systemic change containing an emphasis on how teachers teach and how students learn. This emphasis challenges both teachers and students because standards too often present an unfamiliar structure of subject-specific knowledge and skill application. In order for students to achieve success within a standards – based educational system, both beginning level and veteran teachers must possess a deeper understanding of the curriculum content and necessary student application skills. This requirement necessitates the teacher being able to correlate their curriculum with instruction to provide a performance-based learning environment that facilitates the accomplishment of the standard in a diverse student population.

Standards – based education has equally pressing implications for teacher education. These issues extend beyond familiarity with our specific state standards, call for a deeper understanding of curriculum design, and sound teaching pedagogy. Since standards are designed in such a manner as to assist school districts in articulating their curriculum, both preservice and inservice teachers therefore must be trained to identify where standards should be met by the local curriculum. In addition, both preservice and inservice teachers must be trained in utilizing their curriculum for the design of specific learning experiences and environments conducive to ensuring students successful accomplishment of required standards.

Grad Rule 101 will provide preservice teachers with opportunities to develop an overall understanding of the MN Graduation standards. Grad Rule 101 uses a variety of carefully designed tasks that will allow preservice teachers to become familiar with the structure, requirements and specifications of the MN Graduation Standards. This program also trains participants in the careful evaluation of their newly developed instruction and assessments. Grad Rule 101 allows participants to develop an even broader understanding of standards – based education by providing modules that compare and contrast content standards from other states and from the national content organizations.

Rationale	**[http://cfl.state.mn.us/GRAD/Intro1.htm]**
National Professional Organizations	**[http://www.edweek.org/context/orgs/orgs.htm]**
State by State P-12 Organizations	**[http://www.ccsso.org/seamenu.html]**
Minnesota Graduation Rule	**[http://cfl.state.mn.us/GRAD/]**

Part II

Preparatory Standards

Areas	Authors
Learning Area 3: The Arts	
♦ Primary Level	Sheila Wright
♦ Middle Level	Sheila Wright
♦ Intermediate Level	Sheila Wright
Learning Area 4: Mathematical Applications	Ron Browne
Learning Area 5: Inquiry	Warren Sandmann
Learning Area 7: People and Cultures	
♦ Primary Level	Sheila Wright
♦ Middle Level	Sheila Wright
♦ Intermediate Level	Sheila Wright

Grad Rule 101 Module Outline for Primary Content Standard

Learning Area Three: The Arts

By Sheila Wright

All great art bears the imprint of the personality of its creator…since art is of a highly personal nature, the creating person must be the controlling agent of the activities that engage him. To be in control of his work the artist must enjoy a high degree of freedom in the choice of both subject matter and manner of expression.—Gaitskell and Hurwitz

To teach out of inner enthusiasm is the opposite of a mere preplanned method of instruction—Itten

Section 1. Introduction

Why include the arts in the curriculum? In what ways do the arts respond to the needs of a young learner in a contemporary culture? The answer to these questions lie within the realm of play, playfulness, and the imagination of the young learner. In early childhood, the intrinsic qualities inherent in arts production are a necessity. Through movement, sound, motion, eye/hand coordination and the senses the young learner activates that which is within—making themselves whole within a sociocultural context.

Many factors influence their development, but none so profoundly facilitates their language development and unique mode of communication more than the arts. The most critical belief is that through the arts, children are able to tap their creative ability and to hone skills and understandings not typically embraced within a more traditional curriculum. The arts therefore help young learners discover more about themselves and the world around them.

Learning area three highlights the learner's artistic, creative, performance and expressive development. Specifically, the standard notes that a student at the primary level should be able to describe and use vocabulary in at least three art forms and identify similarities and differences among the art forms noted below:

Dance: In dance, the learner should be able to perform basic movements in a musical or rhythmic context, respond effectively to assignments and problems provided in this area, and create sequences (i.e., choreograph) for an original story or experience.

Visual Arts: By the end of the primary level, students should be able to use basic tools appropriately and engage in processes related to at least three different media.
The learners should also be able to communicate their ideas effectively and identify works and styles of art as belonging historically to different people and cultures.

Music: The learner should be able to sing a varied repertoire of songs in a group and play simple rhythms and melodies on classroom instruments. The learner should also be able to improvise simple rhythms and melodies and use a system to read basic musical notations.

Theatre: The learner should be able to use movement, sound, and language to create images, express emotions, and imitate animals, objects or shapes. The learner should also be able to use elements or environment, costume, and props to convey a story and a particular character.

Section 2. Instructional

Uncover more information about the arts and the national standards that, in many ways, have guided Minnesota's work in this area. A brief overview of the National Standards for Arts Education can be obtained through the following Internet address:

http://www.amc-music.com/pages/mediacenter/index.html

However, detailed information related to Learning Area Three and useful hints in designing curriculum consistent with this area can be accessed through the Kennedy Center for the Arts' Artsedge Curriculum Studio homepage.

[Address for Artsedge is http://artsedge.kennedy-center.org/cs.html].

Other sites unique to the specific arts disciplines of theatre, visual arts, music, and dance) can be obtained through the following organizations:

National Dance Association

http://www.aapherd.org/nda.html

Music Educators National Conference

http://www.menc.org/index2.html

American Alliance for Theatre and Education

http://www.aate.com/

and the

National Art Education Association

http://www.naea-reston.org/

Additional information can also be found through the following sites:

http://www.putwest.boces.org/standards.html

http://www.putwest.boces.org/standards.html

www.amc-music.com/pages/mediacenter/index.html

Information developed by the Minnesota Framework for Arts Curriculum Strategies can be accessed through the following address:

http://www.amc-music.com/pages/mediacenter/index.html

Instructional Tasks

1. sing the Internet, locate the Kennedy Center's homepage (i.e., Artsedge Curriculum Studio) and complete the following steps:

Click on the header entitled "Curriculum Design"
Click on the header entitled "Standards/Frameworks"
Click on the header entitled the "National Standards for Arts Education"

Review the contents

Locate organizations related to a specific arts discipline and review their contents.

Return to the Kennedy Center's "Standards/Frameworks" page.

Record information on how to order a print copy of the National Standards for Arts education: what Every Young American Should Know and Be Able to do in the Arts.

Review the information available in the on-line Table of contents for the National Standards.

Review the definitions used when discussing standards in the arts.

Discuss questions about the definitions and standards with peers and/ordesignated faculty representatives.

Review the standards listed for each state (available through the Kennedy Center's "Standards/Frameworks" page).

Discuss similarities/differences among the states with your peers and/or designated faculty representatives.

Review the contents on the "Assessment" page of the Kennedy Center's information.

Discuss questions about assessment with peers and/or designated faculty representatives.

Return to the Kennedy Center's Artsedge homepage and locate the header "Resources for Arts Integration."

Review the contents of the "Resources for Arts Integration" page.

Discuss your findings and overall impressions of the arts standards with peers and/or designated faculty representatives.

Other Possible Tasks

1. Order a print copy of the National Standards for Arts Education: What Every Young American Should Know and Be Able to do in the Arts (ISBN: 1-565-45-036-1) using the information obtained from the Kennedy Center's Artsedge homepage.

Review the websites from other states and discuss how these differ from those of Minnesota's Learning Area Three.

2. Using the Arts Content Planning Matrix found on the Artsedge homepage (under "Resources for Arts Integration") prepare a sample lesson plan using at least three of the following disciplines: dance, visual arts, music, and theatre. Review your ideas with appropriate faculty from the various disciplines and in the area of curriculum and instruction.

3. Using the Arts Content Planning Matrix prepare a sample lesson plan integrating one or more of the disciplines. Review your ideas with appropriate faculty from the various disciplines and the area of curriculum and instruction.

4. Based on feedback from peers and faculty, teach one of the lessons developed. Analyze the results and revise the lesson.

5. Re-teach the lesson previously developed and complete a reflection paper discussing the results. Discuss the paper with appropriate faculty and a designated representative from curriculum and instruction.

6. Share what you learn about developing lessons with peers. Ask them to teach the lesson you've developed and compare the results. Revise the lesson if needed.

7. Use the information found in the Kennedy Center's Artsedge homepage under the area "Assessment" to prepare a data retrieval checklist or other assessment form to correspond with the lesson developed. Discuss the results with peers and appropriate faculty.

Section 3. Assessment

Design a unit plan including at least five sequenced lessons in at least one of the arts disciplines. Try to coordinate at least one of the plans with content from either science, math, language arts, or social studies.

General Area of Assessment: UNIT PLAN

Conceptual Understanding

Understands the nature of the art form and ways of integrating this knowledge into the general curriculum.

Understands the state and national standards for the arts and can coordinate these ideas with standards in other discipline areas (i.e., social studies, language arts, math, and science).

Content Knowledge

Demonstrates proficient use of content, application, and evaluation of knowledge in at least one art form and can appropriately address the attitudes, values, and dispositions for the primary level.

Is able to maintain the integrity of learning area three and the national standards in the arts in the use of content, procedures, processes, and problems posed.

Can state a clear purpose for using learning area three and can articulate this within the body of the lesson/unit developed.

Can prepare appropriate handouts, data-retrieval checklists, rubrics, and other assessment tools for the primary level.

Critical-Thinking Processes

Able to synthesize content, methods, standards, and the developmental needs of the learner in the presentation of ideas.

Able to assess the needs of the learner while maintaining the integrity of the arts discipline and the creative approaches embodied within the curriculum design and national/state standards.

Grad Rule 101 Module Outline for Middle Level Content Standard

Learning Area Three: The Arts

By Sheila Wright

Regardless of the time or place of its creation, art has alwyas been produced because an artist wanted to say something and chose a particular way of saying it. Over the years, artists have been variously praised, neglected, misunderstood, and criticized....In order to gain some appreciation for the may forms of art with which we [encounter] today, one must understand the basics of art from which those forms have grown.—Ocvirk, Sinson, Wigg, and Bone

Section 1. Introduction

No civilization past or present has ever existed without the arts. Human beings have always sought to produce art whether cave paintings in France to the abstractions of the twentieth century—all styles emerge within a sociocultural, political, and historical context. Finding ways to help students at the middle level uncover the delights surrounding the art works created and understand the historical events surrounding their creation is critical.

Within this dialogue, students can reveal the multiple definitions and interpretations which birthed the emerging styles of their contemporary life. A deep inquiry into the sociocultural, political, and historical elements as well as the immersion of oneself in a particular art form mirrors the unique and transitional nature of middle level learners. The need and search for art—aesthetic development—mirrors that of the need and search for self. The formulation of identity within context is therefore a critical part of the middle level learner's involvement in the arts.

Learning area three highlights the learner's artistic, creative, performance and expressive development. Specifically, the standard notes that a student at the middle level should be able to demonstrate knowledge of at least three art forms through process and performance. The learner should also be able to interpret and evaluate a variety of art works and be familiar with historical, social and cultural contexts of various art works. Among the art forms noted are

- **DANCE**
- **VISUAL ARTS**
- **MUSIC**
- **THEATRE**

Specifically, students at the middle level should:

1. Know expressive and technical elements of the art form

2. Know basic approaches to creative problem-solving and be able to make discerning choices within a particular art form.

3. Perform effectively within each art form including (a) using principles and elements appropriately, (b) demonstrating fundamental skills, (c) using improvisation to effectively communicate artistic intent, and (d) creating original works in a variety of contexts.

In addition, students at the middle level should be able to:

1. Analyze art works using the elements of design, principles, and styles associated with a particular art form.

2. Evaluate works of art according to preestablished criteria.

3. Describe personal reactions to works of art, and

4. Explain the connection between the art work and its sociocultural or historical context.

Section 2. Instruction

Uncover more information about the arts and the national standards, which, in many ways, have guided Minnesota's work in this area. A brief overview of the National Standards for Arts Education can be obtained through the following Internet address:

www.amc-music.com/pages/mediacenter/index.html

However, detailed information related to Learning Area Three and useful hints in designing curriculum consistent with this area can be accessed through the Kennedy Center for the Arts' Artsedge Curriculum Studio homepage. [Address for Artsedge is http://artsedge.kennedy-center.org/cs.html].

Other sites unique to the specific arts disciplines of theatre, visual arts, music, and dance) can be obtained thorough the following organizations:

National Dance Association

http://www.aapherd.org/nda/nda-main.html

Music Educators National Conference

http://www.menc.org/index2.html

American Alliance for Theatre and Education

http://www.aate.com/

and the

National Art Education Association

http://www.naea-reston.org/

Additional information can also be found through the following sites:

http://www.putwest.boces.org/standards.html

www.amc-music.com/pages/mediacenter/index.html

Information developed by the Minnesota Framework for Arts Curriculum Strategies can be accessed through the following address:

www.amc-music.com/pages/mediacenter/index.html

Instructional Tasks

1. Using the Internet, locate the Kennedy Center's homepage (i.e., Artsedge Curriculum Studio) and complete the following steps:

   Click on the header entitled "Curriculum Design"

   Click on the header entitled "Standards/Frameworks"

   Click on the header entitled the "National Standards for Arts Education"

   Review the contents

   Locate organizations related to a specific arts discipline and review their contents.

   Return to the Kennedy Center's "Standards/Frameworks" page.

   Record information on how to order a print copy of the National Standards for Arts education: what Every Young American Should Know and Be Able to do in the Arts.

   Review the information available in the on-line Table of contents for the National Standards.

   Review the definitions used when discussing standards in the arts.

Discuss questions about the definitions and standards with peers and/or Designated faculty representatives.

Review the standards listed for each state (available through the Kennedy Center's "Standards/Frameworks" page).

Discuss similarities/differences among the states with your peers and/or designated faculty representatives.

Review the contents on the "Assessment" page of the Kennedy Center's information.

Discuss questions about assessment with peers and/or designated faculty representatives.

Return to the Kennedy Center's Artsedge homepage and locate the header "Resources for Arts Integration."

Review the contents of the "Resources for Arts Integration" page.

Discuss your findings and overall impressions of the arts standards with peers and/or designated faculty representatives.

Other Possible Tasks

1. Order a print copy of the National Standards for Arts Education: What Every Young American Should Know and Be Able to do in the Arts (ISBN: 1-565-45-036-1) using the information obtained from the Kennedy Center's Artsedge homepage.

2. Review the websites from other states and discuss how these differ from those of Minnesota's Learning Area Three.

3. Using the Arts Content Planning Matrix found on the Artsedge homepage (under "Resources for Arts Integration") prepare a sample lesson plan using at least three of the following disciplines: dance, visual arts, music, and theatre.

Review your ideas with appropriate faculty from the various disciplines and in the area of curriculum and instruction.

4. Using the Arts Content Planning Matrix prepare a sample lesson plan integrating one or more of the disciplines.

Review your ideas with appropriate faculty from the various disciplines and the area of curriculum and instruction.

5. Based on feedback from peers and faculty, teach one of the lessons developed. Analyze the results and revise the lesson.

6. Re-teach the lesson previously developed and complete a reflection paper discussing the results. Discuss the paper with appropriate faculty and a designated representative from curriculum and instruction.

7. Share what you learn about developing lessons with peers. Ask them to teach the lesson you've developed and compare the results. Revise the lesson if needed.

8. Use the information found in the Kennedy Center's Artsedge homepage under the area "Assessment" to prepare a data retrieval checklist or other assessment form to correspond with the lesson developed. Discuss the results with peers and appropriate faculty.

Section 3. Assessment

Design a unit plan including at least five sequenced lessons in at least one of the arts disciplines. Try to coordinate at least one of the plans with content from science, math, language arts, or social studies.

General Area of Assessment: UNIT PLAN

Conceptual Understanding

Understands the nature of the art form and ways of integrating this knowledge into the general curriculum.

Understands the state and national standards for the arts and can coordinate these ideas with standards in other discipline areas (i.e., social studies, language arts, math, and science).

Content Knowledge

Demonstrates proficient use of content, application, and evaluation of knowledge in at least one art form and can appropriately address the attitudes, values, and dispositions for the middle level.

Is able to maintain the integrity of learning area three and the national standards in the arts in the use of content, procedures, processes, and problems posed.

Can state a clear purpose for using learning area three and can articulate this within the body of the lesson/unit developed.

Can prepare appropriate handouts, data-retrieval checklists, rubrics, and other assessment tools for the middle level.

Critical-Thinking Processes

Able to synthesize content, methods, standards, and the developmental needs of the learner in the presentation of ideas.

Able to assess the needs of the learner while maintaining the integrity of the arts discipline and the creative approaches embodied within the curriculum design and national/state standards.

Grad Rule 101 Module Outline for Intermediate Content Standard
Learning Area Three: The Arts

By

Sheila Wright

Love and hate, birth and death, hope and despair, the myriad wonders and mysteries of nature, and basically, the very meaning of existence have been concerns of humanity since the dawn of time. To consider such towering issues requires more than ordinary everyday means of address; however, a special language, rich in both feeling and meaning, significant in information, implication, and potential, is needed. In every society known to recorded history, the arts, in various ways, have served this essential human need. The eloquent communicative powers [of the arts]...remain important to all peoples...—Schwarz

Section 1. Introduction

The "arts" refers to works that embody a unique, original, creative, intellectual, and expression commentary on our way of being. The arts have been described as helping us to see within the fullest sense (Schwarz, p.123). Given this, learning area three highlights the learner's artistic, creative, performanceand expressive development. Specifically, the standard notes that a student at the intermediate level should be able to create, interpret, and evaluate the elements and principles of at least three art forms from those listed below:

Dance: In dance, intermediate learners should be able to perform traditional dance styles, observe and discuss the similarities and differences among these styles and develop more than one solution for creative movement problems. The learner should also be able to perform basic movements and choreograph a sequence with a beginning, middle, and end either with or without music.

Visual Arts: By the end of the intermediate level, the learner should be able to communicate ideas effectively through at least three different media and techniques, use elements and principles of art to effectively communicate ideas, associate art work within a historical context and with particular people and cultures, and describe select works of arts in terms of their elements and principles of design.

Music: The learner should be able to sing alone, in rounds, and parts of songs in a group. The learner should also be able to perform simple rhythmic, melodic, and harmonic patterns accurately on classroom instruments and improvise melodies and accompaniments using classroom instruments, voice or both. The learner should also be able to read a system of musical notation.

Theatre: The learner should be able to interpret and perform a story based on an existing piece of literature by adapting plot, characters, and language for theatrical purposes. The learner should also be able to evaluate plot, character, theme, language, sound, and spectacle as well as create characterizations based on fiction or life experience.

Section 2. Instructional

Uncover more information about the arts and the national standards, which, in many ways, have guided Minnesota's work in this area. A brief overview of the National Standards for Arts Education can be obtained through the following Internet address:

http://www.amc-music.com/pages/mediacenter/index.html

However, detailed information related to Learning Area Three and useful hints in designing curriculum consistent with this area can be accessed through the Kennedy Center for the Arts' Artsedge Curriculum Studio homepage. [Address for Artsedge is http://artsedge.kennedy-center.org/cs.html].

Other sites unique to the specific arts disciplines of theatre, visual arts, music, and dance) can be obtained thorough the following organizations:

National Dance Association

http://www.aapherd.org/nda/nda-main.html

Music Educators National Conference

http://www.menc.org/index2.html

American Alliance for Theatre and Education

http://www.aate.com/

and the

National Art Education Association

http://www.naea-reston.org/

Additional information can also be found through the following sites:

http://www.putwest.boces.org/standards.html

http://www.cesdp.nmhu.edu/standards/art/arts.html

http://www.amc-music.com/pages/mediacenter/index.html

Information developed by the Minnesota Framework for Arts Curriculum Strategies can be accessed through the following address:

http://www.amc—music.com/srfact.html

Instructional Tasks

1. Using the Internet, locate the Kennedy Center's homepage (i.e., Artsedge Curriculum Studio) and complete the following steps:

   Click on the header entitled "Curriculum Design"

   Click on the header entitled "Standards/Frameworks"

   Click on the header entitled the "National Standards for Arts Education"

   Review the contents

   Locate organizations related to a specific arts discipline and review their contents.

   Return to the Kennedy Center's "Standards/Frameworks" page.

   Record information on how to order a print copy of the National Standards for Arts education: what Every Young American Should Know and Be Able to do in the Arts.

   Review the information available in the on-line Table of contents for the National Standards.

   Review the definitions used when discussing standards in the arts.

   Discuss questions about the definitions and standards with peers and/or

   Designated faculty representatives.

   Review the standards listed for each state (available through the Kennedy Center's "Standards/Frameworks" page).

   Discuss similarities/differences among the states with your peers and/or designated faculty representatives.

   Review the contents on the "Assessment" page of the Kennedy Center's information.

Discuss questions about assessment with peers and/or designated faculty representatives.

Return to the Kennedy Center's Artsedge homepage and locate the header "Resources for Arts Integration."

Review the contents of the "Resources for Arts Integration" page.

Discuss your findings and overall impressions of the arts standards with peers and/or designated faculty representatives.

Other Possible Tasks

1. Order a print copy of the National Standards for Arts Education: What Every Young American Should Know and Be Able to do in the Arts (ISBN: 1-565-45-036-1) using the information obtained from the Kennedy Center's Artsedge homepage.

2. Review the websites from other states and discuss how these differ from those of Minnesota's Learning Area Three.

3. Using the Arts Content Planning Matrix found on the Artsedge homepage (under "Resources for Arts Integration") prepare a sample lesson plan using at least three of the following disciplines: dance, visual arts, music, and theatre. Review your ideas with appropriate faculty from the various disciplines and in the area of curriculum and instruction.

4. Using the Arts Content Planning Matrix prepare a sample lesson plan integrating one or more of the disciplines. Review your ideas with appropriate faculty from the various disciplines and the area of curriculum and instruction.

5. Based on feedback from peers and faculty, teach one of the lessons developed. Analyze the results and revise the lesson.

6. Re-teach the lesson previously developed and complete a reflection paper discussing the results. Discuss the paper with appropriate faculty and a designated representative from curriculum and instruction.

7. Share what you learn about developing lessons with peers. Ask them to teach the lesson you've developed and compare the results. Revise the lesson if needed.

8. Use the information found in the Kennedy Center's Artsedge homepage under the area "Assessment" to prepare a data retrieval checklist or other assessment form to correspond with the lesson developed. Discuss the results with peers and appropriate faculty.

Section 3. Assessment

Design a unit plan including at least five sequenced lessons in at least one of the arts disciplines. Try to coordinate at least one of the plans with content from science, math, language arts, or social studies.

General Area of Assessment: UNIT PLAN

Conceptual Understanding

Understands the nature of the art form and ways of integrating this knowledge into the general curriculum.

Understands the state and national standards for the arts and can coordinate these ideas with standards in other discipline areas (i.e., social studies, language arts, math, and science).

Content Knowledge

Demonstrates proficient use of content, application, and evaluation of knowledge in at least one art form and can appropriately address the attitudes, values, and dispositions for the intermediate level.

Is able to maintain the integrity of learning area three and the national standards in the arts in the use of content, procedures, processes, and problems posed.

Can state a clear purpose for using learning area three and
can articulate this within the body of the lesson/unit developed.

Can prepare appropriate handouts, data-retrieval checklists, rubrics, and other assessment tools for the intermediate level.

Critical-Thinking Processes

Able to synthesize content, methods, standards, and the developmental needs of the learner in the presentation of ideas.

Able to assess the needs of the learner while maintaining the integrity of the arts discipline and the creative approaches embodied within the curriculum design and national/state standards.

Reference

Schwarz, I.P. (1986). Arts and humanity: An introduction to applied aesthetics. Danville: Interstate Printers and Publishers, Inc.

Grad Rule 101 Module Outline
Learning Area Four: Mathematics

By

Ron Browne

Section 1: Introduction

Mathematics is an important area of the curriculum because of its direct application in all American's lives. The National Association of Teachers of Mathematics (NCTM) published its Curriculum and Evaluation Standards for School Mathematics in 1989. These standards have had a major impact on mathematics instruction over the past decade. Included in the NCTM Curriculum and Evaluation Standards are a series of goals for students in mathematics. These goals include: 1) Learning to value mathematics, 2) Becoming confident in one's own ability, 3) Becoming a mathematical problem solver, 4) Learning to communicate mathematically, and 5). Learning to reason mathematically. These goals have influenced classroom teaching as educators struggle with decisions about how best prepare mathematically literate citizens for our changing society.

A new document currently being developed by the NCTM. (Discussion draft found at http://standards-e.nctm.org/1.0/normal/standards/standardsFS.html.) lists six program principles that are necessary to develop the kinds of mathematically literate citizens our society needs. They include:

Equity Principle: Mathematics instructional programs should promote the learning of mathematics by all students.

Mathematics Curriculum Principle: Mathematics instructional programs should emphasize important and meaningful mathematics through curricula that are coherent and comprehensive.

Teaching Principle: Mathematics instructional programs depend on competent and caring teachers who teach all students to understand and use mathematics.

Learning Principle: Mathematics instructional programs should enable all students to understand and use mathematics.

Assessment Principle: Mathematics instructional programs should include assessment to monitor, enhance, and evaluate the mathematics learning of all students and to inform teaching.

Technology Principle: Mathematics instructional programs should use technology to help all students understand mathematics and should prepare them to use mathematics in an increasingly technological world.

This module is designed to examine the parameters of outstanding mathematics education in relation to the Minnesota Standards for Effective Practice (Graduation Standards). The following tasks have been designed to help you do this.

To begin with, it would be appropriate to familiarize yourself with the Graduation Standards. You can find information relating to the entire Graduation Standard program at the Minnesota Department of Children, Families, and Learning website which is located at http://cfl.state.mn.us/GRAD/gradhom.htm. This web site will give a complete overview of the Minnesota Graduation Standards. Then, look at the High Standards for area four, mathematics at http://cfl.state.mn.us/GRAD/highstds/PL-M.htm. Armed with a familiarity of the Minnesota standards regarding mathematics instruction, examine the basis for such standards at the NCTM homemade (http://www.nctm.org/).
And answer the following questions:

* What are the similarities between the Graduation Standards for mathematics? and the NCTM Standards?
* How do the two standards documents differ?
* Can you find the philosophical background for the Minnesota Graduation? Standards in Mathematics within the NCTM Standards?

Other Possible Tasks:

1. Examine other mathematics related websites. Do they all share a common pedagogical philosophy? What seem to be the areas of difference between these organizations? Discuss these differences with building administrators, classroom teachers, and your peers.
   A good listing of mathematics education websites can be located at:
   http://forum.swarthmore.edu/library/resource types/professional/
2. Meet with parents of Elementary/middle School aged parents. Discuss their understanding of the Minnesota Graduation Standards, their desires and concerns about mathematics education and the NCTM Curriculum and Evaluation Standards. Look for ways to address these needs in your classroom. Look for ways to keep parents informed about the standards and your activities to meet them.
3. Keep a journal of the mathematics you do in everyday life. (This will require some reflection). Also examine a local newspaper each day for a week searching for situations in which mathematics was used or was critical in a situation. Compare these mathematical experience with the Goals established by the NCTM. Do these goals address your mathematical needs? How do the Minnesota Graduation Standards match your regular use of mathematics?
4. Examine standards and other curriculum related documents produced by other states. What types of standards do you find? Are they based on computational skills? Is there an emphasis on problem solving? Do other states have standards that require students to actually do something with mathematics? Reflect on the purpose of standards based education and discuss your thoughts with a peer.

5. Interview primary, intermediate, and middle level teachers. Find out how the Minnesota Graduation Standards have impacted their teaching. What types of activities are they using to meet the general philosophy of the Graduation Standards? What specific learning activities have they adapted or added to meet specific standards? How do they meet the "regular" curriculum requirements while implementing the graduation standards? Reflect on how the standards can be effective integrated into the existing curriculum.

6. Talk with primary, intermediate and middle school children about their experiences with and understandings of the Mathematics areas of the Graduation Standards. Record their impressions about the standards and the types for learning activities they do related to them. Later, analyze the student responses, looking for patterns that show supportive Graduation Standard environments and for situations that detract from the effectiveness of the standards.

7. Write to several curriculum specialists and Graduation Standards technicians from Different areas of the state. Ask them what has been done to prepare teachers, students and parents for dealing with the Graduation Standards. Compare and contrast the different responses. What kinds of preparation seem to be most effective, which seems to be the least?

Section 2: Instruction

In this section you will become familiar with planning for mathematics instruction that aligns with the Minnesota Graduation Standards. In doing so, you will need to keep the NCTM standards in mind. The NCTM Curriculum and Evaluation Standards document describes quality mathematics instruction as being varied and including opportunities for

* appropriate project work,
* group and individual assignments,
* discussions between teachers and students and among students
* practice on mathematical methods
* exposition by the teacher

These five components are necessary for students to master the habits and processes needed to be mathematically literate. The Minnesota Graduation Standards for mathematics provides a framework of skills and abilities in mathematics that fit the NCTM framework very well. (See matrix found at
http://cfl.state.mn.us/GRAD/highstandards.htm.)

Prepares a series of lessons that you can share with your instructors, and peers. In doing so, be aware of the content and processes outlined in the Minnesota Graduation Standards, and the instructional activities described in the NCTM Curriculum and Evaluation Standards. As you share lesson plans, reflect on the portions of the Minnesota Graduation Standards that are easiest to address, and those that are most difficult. Reflect on and discuss strategies for teaching skills identified in the Minnesota Graduation Standards while maintaining attention to the NCTM Curriculum and Evaluation Standards.

After students have had multiple experiences with the concepts identified in the Minnesota Graduation Standards for mathematics, it is appropriate to assess their competency through the use of performance packages. Though no specific performance packages are mandated by the state samples of appropriate packages for various content areas and grade levels can be found at the Minnesota Department of Children, Families, and Learning website (http://cfl.state.mn.us/gradrule/gradmain.htm).

Carefully download a mathematics package for an appropriate grade level and examine it. Look at the types of tasks involved. Examine the specifications for successful completion of the package. Study the assessment portions of package. Now, go back to the lessons you designed earlier. Develop a sample performance package to address the topic of your lessons. Be sure to include the specifications for completion and assessment material in your package. Share your work with a peer and/or instructor. Does the package have all salient materials? Are the specifications adequate and clear? Does the assessment rubric offer clarity for evaluation purposes?

Other Possible Tasks:

1. The study of mathematics encompasses many fields. It is important to develop an understanding of pedagogy for a variety of situations. Several excellent websites are available for your use. They include:

   Swarthmore University's Math Forum
   (http://forum.swarthmore.edu/math.topics.html)
   Math Central
   (http://MathCentral.uregina.ca/index.html)
   Annenberg's Math Science Connection
   (http://www.learner.org/collections/mathsci/resources/)
   21st Century Problem Solving
   (http://www.c3.lanl.gov/mega-math/)
   MegaMath
   (http://www.c3.lanl.gov/mega-math/)
   Mathematics Archives K-12 lessons
   (http://archives.math.utk.edu/k12.html)
   Mathematics Archives WWW Server
   (http://archives.math.utk.edu/)
   Eisenhower National Clearinghouse of Mathematics and Science
   (http://www.enc.org:80/)
   Mathematical Resources
   (http://www/cfl.state.mn.us/)
   Global Access to Educational Resources
   (http://www.geocities.com/Athens/Academy/6617/math.html)
   Teams Distance Learning Mathematical Resources
   (http://teams.lacoe.edu/documentation/places/math.html)

The following usenet discussion groups are available for those wishing to discuss mathematics topics or pose mathematics questions electronically.

alt.math.undergrad
alt.sci.math.combinatorics
alt.uu.math.misc
aus.mathematics
can.schoolnet.math.sr
cn.bbs.sci.math
maus.mathe
nctu.applied.math
schule.math
sci.logic
sci.math
sci.math.num-analysis
ucb.math.seminars
uk.education.maths
uu.math.talks

2. Do a web search looking for mathematics organizations and their resources. Make a bookmark collection for your web browser of sites you find most useful.

3. Develop several lessons based on ideas you download from the WWW. Decide how they can fit into the Minnesota Graduation Standards, either as a lesson supporting specific aspects of the math standards, or as a specific part of a performance package.

4. Look at three or more elementary or middle school mathematics text series. Find ways that they support the NCTM Curriculum and Evaluation Standards and the Minnesota Graduation Standards. Write a short paper describing the usefulness of each of these texts in teaching to these standards.

5. Check the several states' Education Department websites. How do the issues and initiatives match those in Minnesota? How do they differ? Are there national trends that we in Minnesota are not addressing? Discuss your findings with an instructor.

6. Use your field experiences to examine the "state" of instruction as it relates to the NCTM Curriculum and Evaluation Standards and the Minnesota Graduation Standards. Discuss the changes necessary to reach the standards. What are some barriers that need to be removed?

7. Interview someone who remembers instruction in "new math" during the 1960's. What does he/she remember about the curriculum and its instruction? What can this tell you about developing new curriculum to meet the new standards?

Section 3. Assessment

The Minnesota Graduation Standards are changing the way teachers, students and parents view education. With the emphasis on authentic performances in the Profiles of Learning, alternative forms of assessment must be developed and used in regular classroom situations. This matches the sentiments of many prominent scholars who have been advocating for changes in assessment practices.

Read Alternative Mathematics Assessment (http://www.exit109.com/-learn/mathases.htm) by the Middletown Education Information Resource and Alternative Assessments to Reflect a Changing Mathematics Curriculum by Diane Coates (http://www.frontiernet.net/-dcoates/altass.htm) for an overview of alternative assessment in mathematics. Examine the Toolkit98 site for a detailed outline of alternative assessment information and samples. These resources are included in this module to provide on-line resources for future reference concerning alternative assessments. Additional sites dealing with alternative assessments include:

Dr. Helen Barrett's favorite links on Alternative Assessment & Electronic Portfolios
(http://transition.alaska.edu/www/Portfolios/bookmarks.html)
ERIC Clearinghouse on Evaluation and Assessment
(http://ericae.net/)
Balanced Assessments in Mathematics
(http://edetc1.harvard.edu/ba)

The development of alternative assessments requires some practice. Work through chapters 1-3 in the Northwest Regional Educational Laboratory's Toolkit Menu. (http://www.nwrel.org/eval/toolkit98/index.html). As you read about alternative assessments think back to the performance packages you examined in **Section 2- Instruction.** Use the new knowledge and skills you have developed to create assessment rubrics for the performance packages you developed.

Other Possible Tasks:

1. Select three or four elementary and/or middle schoolteachers to interview about alternative assessments. Ask them what types they use, their advantages and their disadvantages. Write a short paper summarizing your findings.
2. Select several new mathematics textbooks published within the last three years and several published at least eight years ago. Examine each text to find the types of assessments included. Compare/contrast the assessments in the books from the two eras.
3. Locate the book titled Measuring Up: Prototypes for Mathematics Assessment by the National Research Council (http://www.nap.edu/readingroom/books/mup/index.html). Read the short chapters trying the assessments and rubrics on your friends.
4. Develop rubrics for simple everyday tasks such as tying shoes or making a sandwich. Try completing the tasks with several evaluators rating your performance. Compare the results from differing evaluators. What makes one evaluator's rating differ from another's?
5. Meet with a building administrator from an elementary school and a middle school. Discuss alternative types of assessments and their use. Determine the advantages and disadvantages of using rubrics, portfolios and checklists.

6. Meet with several elementary parents their views on alternative assessments. What do they like about them? What don't they? How does the use of alternative assessments change their understanding of their children's progress?

Download samples of several states' curriculum standards from the WWW. Examine the assessments, comparing the degree to which they measure the use of mathematical principles in real-life situations. Discuss your findings with your peers and/or instructors.

Preparatory Content Standards (Grades 6-8): Inquiry: Accessing Information

By

Warren Sandmann

Objectives:

Following the completion of this lesson, students will be able to:

1. Demonstrate a basic knowledge of the research process;
2. Demonstrate basic research skills, including the construction of a bibliography;
3. Demonstrate the ability to evaluate source material for relevance;
4. Demonstrate the ability to use information to support a position or answer a question;
5. Construct an age appropriate learning activity requiring junior high/middle school students to demonstrate basic information gathering and information use skills.

Tasks:

1. Access the Minnesota Graduation Standards web page for Learning Area Five: Inquiry: Accessing Information (grades 6-8) at http://cfl.state.mn.us/GRAD/highstds/ML-I.htm to familiarize yourself with the requirements of the standard.

2. Access the Allyn & Bacon Public Speaking Website at http://www.abacon.com/pubspeak/index.html

3. Read and utilize the part of the website focusing on research skills, and then answer the following questions or complete the following tasks:

   Construct a flow chart that details the basics of the research process from topic selection to final result; OR

   Write a brief (2-3 pages, double spaced) paper that describes the basics of the research process from topic selection to final result.

   Select a topic for research

   Using the Internet, find five sources for that topic.

   Complete a bibliography for those sources, using an appropriate style for on-line citations (check out the research area at http://www.abacon.com/pubspeak/index.html)

Rank those five sources in order of relevance to your topic

Briefly (no more than one paragraph each) discuss why (or why not) these sources are relevant to your topic and why you ranked them in the order you chose.

In a brief paper (2-3 pages double spaced, maximum), construct a position statement or problem statement from your topic and then use your sources to support your position or solve your problem.

Access a sample performance package at http://mecr.state.mn.us/ppview?PP ID=50302&GYEAR=2002 for a look at some learning activities associated with this learning area.

Construct an age appropriate learning activity requiring students to demonstrate the basic skills of using research to generate a topic, collect and record information on that topic, evaluate that information f performance is below acceptable level.

1. Work on this lesson has been completed, but performance is substantially below acceptable level, or relevance, and use that information to support a position statement developed from that topic.

Evaluation:

1. Performance on this lesson exceeds expectations of high standard work.

2. Performance on this lesson meets the expectations of high standard work.

3. Work on this lesson has been completed, but all or part of the student's

Grad Rule 101 Module Outline for Primary Level
Learning Area Seven: People and Cultures

By

Sheila Wright

"One of the most difficult tasks of a teacher of young children is to provide socially acceptable ways in which children can use and be encouraged to use their creative abilities while keeping to a minimum the areas in which they will have to conform," Viktor Lowenfeld and W. Lambert Brittain, Creative and Mental Growth (6th Ed).

Section 1. Introductory

Primary education is about children and their cognitive and social growth. Art, movement, and creativity are also essential elements of a quality program. The following information is designed to help college students interested specifically in children's understanding of people and cultures during early childhood. It is strongly advised that students enrolled in teacher education programs pursue courses in child development to deepen their understanding of this site.

The social maturity of children is perhaps most visible in their creative endeavors. Given this it is essential to involve making and doing, movement and song in lessons developed. It is also critical to understand that any understanding of people and culture of the larger world is limited first and foremost by the child's direct experiences. Identification with people and cultures therefore begins first through the child's own experiences and those of others. The very young child begins with him or herself, their family and then their peers and the larger community. Understanding the world orientation from the child's perspective is therefore essential to the delivery of a sound program.

Typically, the first recognizable drawing of a child is a person. As the child develops, the richness of the social environment is noticeable in their child's awings. Drawing therefore can be a wonderful vehicle for assessing the child's greater awareness of people and their influence on his or her life. More importantly, people consume a larger proportion of the child's content in their drawing. Thus, begin first with the child's interest and work outward towards the larger world.

Keep in mind too that the drawing itself is vital to the child's expression. Children view their own work with great admiration and take their work seriously. Thinking about their work and their own ideas is an initial step in communicating thoughts and ideas to others. Teachers therefore can facilitate the social process of connecting self to others by providing opportunities for visual expression and allowing time for the child to speak their thoughts. Often, teachers may record exactly what the child says as a reminder of their own words and a first step towards translating spoken communication into written form. The visual arts provide a safe vehicle of balancing the social and personal expression. The drawing or painting created by the child is therefore an extension of the self into the outer reality of the social world.

Typically, teachers begin first by exploring the child's sense of self. Books about "ME" graphs about the foods I love; my interests, etc. are common sights within an early childhood classroom. The concepts of "family" and "community" emerge from the discussion of "Me" and provide the necessary foundation for children's exploration of lands and cultures outside of their immediate realm. However, it is of critical value to affirm cultural diversity within the classroom and school setting. Providing a vehicle for children to explore how they are different and similar typically raises the consciousness of their relationship to others. Inviting parents or older siblings in to read stories and share in the discovery of each other is another way of expanding the available expertise among the children themselves when addressing cultural diversity.

The feeling of social consciousness of one moving from the "ME" who experiences experience to the "We" that co-exist with me goes on as well in the other parts of society children can identify. Firemen, road crews, nurses helping people in the hospital, policemen giving directions that provide ideal content for developing a larger social awareness. Observing the jobs community members hold helps the child develop a sense of community. Walkabouts, exploring the neighborhood, mapping the classroom and then the city or designing a garden or playground to all give children a sense of place. Cooperative learning is another vehicle of understanding how the "Me" relates to the "We." A child's contribution to a larger project can be enormously valuable in making the critical connections needed for later co-participation in a democratic society. Opinions of peers are sought and the need occurs for social independence later.

For older children, the art of other cultures provide an excellent vehicle for discussing cultures outside those of the learner's direct experiences. Through the arts, a society or people can be actualized and understood on levels beyond that of spoken words. Children also understand through stories, dance, song, and artifacts of how the values of one generation influence the next. Children can also exchange stories, drawings, and music with children from a variety of societies.

Much of the social studies curriculum related to people and cultures occur in the daily life of the classroom and at recess, gym, and arts classes. These experiences provide children ideal opportunity to interact with one another, to solve potential conflict, make decisions, and practice being with others. For example, leadership is obtained through classroom roles such as "line leader". These experiences help children become aware of their social responsibilities to others and to show a close feeling of self-identification with their own experiences.

Access to the outdoors especially can be affirming to a child's moral development (Moore, 1998). Natural environments also provide rich fodder for creative minds for giving children time to explore, navigate the terrain, and are with others in a peaceful, yet challenging setting. Activities outdoors can be formal or informal depending on the child's need. Nevertheless, the teacher as a facilitator of these sessions remains aware of each child's space and is careful to notice when to intervene and when to provide the freedom needed for children's exploration. More than anything, unstructured time and access outdoors or during gym and arts classes removes the teacher as "guide". Instead, these times allow optimal time for encouraging children's creative thinking, imagination, and awareness of others.

More than anything, Learning Seven: People and Cultures stress the significance of the individual child's ability to live cooperatively in his or her society. This ability cannot develop without the child's access and opportunity to assume responsibility for what they are doing, their actions, interactions, and decisions. By assuming responsibility, the child identifies with others. Informal learning (e.g., line leaders, picking up belongings when finished with a center, behavior during story time, etc.) within the safe confines of the classroom and community facilitates children's understanding of responsibility just as formal lesson plans do.

Section 2. Instructional

Learning Area Seven: People and Cultures is typically addressed in primary grades through interdisciplinary studies related to children, their family, community, state, country, and world. Throughout all experiences the following skills are addressed:

Thinking Skills (e.g., the ability to conceptualize, interpret, make connections, and apply knowledge, etc.)

Inquiry Skills (i.e., asking and formulating questions, investigating ideas, gathering information and talk about findings)

Group Skills (e.g., interacting successfully with peers and adults, leading discussions, participating as a member of the group while investigating ideas with others, understanding the relationship between group skills and being a community member).

Academic Skills (e.g., the ability to locate, organize, acquire knowledge through self-governmental processes either through listening; observing; communicating verbally, nonverbal, and visually through charts, illustrations, graphs, tables, and timelines and ultimately through reading and writing; or the ability to talk about things learned in formal learning modes).

Keep in mind that, while academic skills are vitally important, child development takes precedence in curriculum design during early childhood. Given this, lessons involving Learning Area Seven: People and Cultures are almost always integrated into projects where learners can be immersing themselves in content. Cooperative learning (i.e., group work), field trip, involvement of community leaders, is among typical ways of organizing instruction. However, adequate time should be available for learners to reflect individually as well as in-groups.

Possible Tasks

Examine the following websites for information related to Learning Area Seven: People and Cultures as it relates to primary level instruction.

National Council for the Social Studies
http://www.ncss.org/online/home.html

National Center for History in the Schools
http://www.sscnet.ucla.edu/nchs/

National Council for History Education
http://www.history.org/nche/main.html

Center for Civic Education
http://www.civiced.org

National Council on Economics Education
http://www.nationalcouncil.org

National Council on Geographic Education
http://mulmedia2.freac.fsu.edu/ncge/

Geography
http://www.eduplace.com/ss/autoact/ss_1.html

Geography Education Standards Project
http://multimedia2.freac.fsu.edu/ncge/

Center for Civic Education
http://www.sscnet.ucla.edu/nchs

American Historical Association
http://web.bmu.edu/chm/aha/

Invention Dimension
http://web.mit.edu/invent/

Horus' Web Links to History Resources
http://www.ucr.edu/h-gig/horuslinks.html

Geographic Resources for Teachers
http://www2gasou.edu/facstaff/dangood/

Map Machine
http:www.nationalgeographic.com/resources/ngo/maps/

Mapmaker, Mapmaker, Make Me A Map
http://loki.ur.utk.edu/ut2kids/maps/map.html

Great Globe Gallery
http://www.fpsol.com/gems/geography.html

How Far Is It?
http://www.indo.com/distance/

Envirolink
http://envirolink.org/

ERIC Clearinghouse for Social Studies/Social Science Education
http://www.indiana.edu/~ssdc/eric_chess.html

Social Studies Sources
http://education.indiana.edu/~socialst/

Social Studies Education Network
http://busboy.sped.ukans.edu/~soess/index.html

Archives of Personal Experience and Related Resources
http://www.libertynet.org/zelson/publish/list.html#projects

Social Studies
jtt[//www.summit.k12.oh.us/site/Curriculum/social studies.htm

Balch Institute for Ethnic Studies
http//www.avalon.net/~librarian/BalchWeb/balch.html

National Association for Multicultural Education
http://www.inform.umd.edu/NAME/.index/natoffice.html

Multicultural Education Resources
http://gilliigan.esu7.K12.nc.us/~esu7web/resources/multi.html

Creative and Critical Thinking
http://curry.edschool.virgina.edu/currÖr_Guite/Time_Line/creativethinking.html

Teaching Thinking Skills
http://www.nwrel.org/scpd/sirs/6/cul1.html

WWW Constructivist Project Design Guide
http://www.ilt.columbia.edu/k12/livetext-nf/webcurr.html

Teachers Helping Teachers
http://www.pacificnet.net/~mandel/

A Guide to Maximizing Learning in Small Groups
http://www.cs.ukc.ac.uk/national/CSDN/html/EDUres/small-group-learning.html

Teaching Strategies and Cooperative Learning
http://www.ca.sandia.gov/outreach/2020/2020TStrat.html

Other Possible Tasks

Design an interdisciplinary project for primary level students based on (a) your understanding of Learning Area Seven: People and Cultures, and (b) knowledge of child development gained either in class and/or through the websites noted in the introduction. Your project should relate to the theme of "People and Cultures".

Write a lesson plan based on the following process:

Identify a "starter" activity to focus students learning.

Highlight ways to provide students essential background information.

Decide how students will select topics of personal choice that are of interest to them and related to the theme.

Develop a plan for how students will work in small, collaborative groups to explore, gather data, and develop projects. Include a discussion of what you will have them "make and do".

Identify a way to close the project.

In your plan, refer to (a) how long it will take for students to do the project, (b) how you will incorporate reading, writing, the arts, and use of community resources into the plan, and (c) the materials students will need to complete the project.

Discuss your ideas with peers and instructor/s. Refine plans based on your discussions.

Examine the plans carefully for accuracy and relevancy of content. What key issues, ideas, concepts are involved? What values are included? How does the topic relate to the lives of early adolescents? How can you strengthen the project as it relates to their interests and needs? Do the activities involved stimulate inquiry? Promote direct "first hand" experience? Encourage self-expression?

Revise plans based on your analysis. Then, examine the goals of Learning Area Seven. In what ways can your plans improve?

Ask your peers to examine plans based on (a) the depth of content included, (b) articulation of specific skills, and (c) connections to Learning Area Seven.

Finalize plans and share this with your instructor for a final review.

Observe primary grade teachers then complete the following:

Analyze your observations as they relate to Learning Area Seven.

Record what you think are the objectives and content being taught?

Share your thoughts with the teacher observed. Seek feedback related to accuracy of your analysis.

Document your experience in a field journal.

Share the results with your professor.

Section 3. Assessment

Choose one of the following:

Congratulations! You have just been employed in a small rural school in Minnesota. As a first year teacher, your principal has asked you to prepare a newsletter to parents about your program and ways you will incorporate Learning Area Seven: People and Culture for primary grades. Design the newsletter you will distribute. Include the about the scope and sequence of your curriculum and provide a rationale for your choices. Prepare the newsletter in "finished" form as you expect parents to receive it.

Congratulations! You have just been employed as a primary level teacher in the Twin Cities area. As a new teacher, your principal expects you to be well informed about the state's standards and ways they can be incorporated into the local curriculum. To share your insight, she has asked you to accompany her to a district level meeting highlighting ways you teach social studies in early childhood. Prepare an 8-10 minute presentation outlining what you will say and do. As a part of your presentation, discuss ways you will gather ideas, develop lesson plans, and incorporate the standards. Also discuss how you will prepare checklists, data retrieval charts, and other assessment/evaluation tools for instructional purposes.

The year is September 2005. A representative from the National Council for the Social Studies has recently contacted you about writing an article for a national publication on Minnesota's Learning Area Seven. They are particularly interested in the innovative practices you use to address national and state standards in the curriculum. To prepare for the interview, develop a brief summary about what you think is the purpose of Learning Area Seven. Discuss goals you think are relevant to meeting this purpose. Note ways you plan to embody the middle school philosophy in the curriculum design. As a personal reflection, provide information about your personal progress in understanding the standards. Note as well your concerns for integrating Learning Area Seven more fully into the curriculum. List your hopes, dreams, and visions for future development regarding the standards and the use of Learning Area Seven.

Section 4. Evaluation

Prepare a unit plan for people and culture at the grade level of choice. Include in the unit (1) a rationale or statement of purpose, (2) an overview of how the unit meets the Minnesota and NCSS standards for social studies, (3) a synopsis of how the unit will be implemented, (4) floor plans for organizing class instruction during the unit, (5) five lesson plans that demonstrate an ability to sequence instructional delivery, (6) a discussion of your assessment/evaluation plans,

(7) sample data retrieval checklists, rubrics, and handouts to be used as a part of instructional delivery, (8) a bibliography of resources used in developing the unit.*

* Note to Instructor(s): The unit plan is an ideal project for an end of the course assignment that can be submitted in lieu of a "final exam". Encourage students to conduct research for and work on the unit throughout the semester/quarter. The pace and completion of the work can also be monitored and incorporated through unit related assignments completed and turned in throughout the semester/quarter.

General Area of Assessment: UNIT PLAN, Conceptual Understanding of Content Knowledge-Critical-Thinking Processes

Understands the nature of teaching social studies as related to the state and national standards for a particular grade at the elementary school level.

Social studies content and application of knowledge, skills, and attitudes appropriate for the grade level selected.

Content presented is accurate and relevant for the topic selected

A clear purpose for conducting the unit as it relates to Minnesota and other national standards is provided.

Handouts, data-retrieval checklists, rubrics, and other assessment tools are included and are consistent with expectations for the unit/lessons developed.

Able to synthesize content, methods, standards, and the developmental needs of the learner in the presentation of ideas.

References

Arnold, J. (1985). A responsive curriculum for early adolescents. Middle School Journal 16 (May), 3, 14-18.

Beane, J. (1993). A middle school curriculum: From rhetoric to reality. (2nd Ed.) Columbus: NMSA.

Grad Rule 101 Module Outline for Middle School Level
Learning Area Seven: People and Cultures

By

Sheila Wright

"Early adolescents, their teachers, their parents, and others want a curriculum that is about something of great significance" from James Beane, A Middle School Curriculum: From Rhetoric to Reality.

Section 1. Introductory

Middle level education at its best highlights the unique and transitional nature of early adolescence and incorporates a deep understanding of the developmental needs of the learner. Beane (1993) highlights eight areas of critical importance to the middle level curriculum: (1) general education, (2) exploration of self and social meanings, (3) respect and dignity of all people (including adolescents), (4) democracy, (5) diversity, (6) issues of personal and social significance, (7) authentic assessment and active learning, (8) knowledge and skills as a co-participants in society.

Arnold (1985) suggests further that a responsive curriculum for early adolescents should (a) facilitate learners awareness of self and the world around them, (b) use approaches that are developmentally appropriate, (c) focus on the richness of knowledge not information acquisition and discrete skills taught separately from context, and (d) highlight the craft wisdom and intuitive nature of experienced educators. Given this, learning area seven provides the middle level teacher an ideal framework for discussion, debate, and delivery of content related to People and Cultures. Experienced educators and teacher candidates can utilize the natural tendency of early adolescents to think about thinking, their concern for social issues, and their ability to think in more analytical ways to design programs more beneficial to the cognitive, social, and psychological growth of the early adolescent.

As a first step towards understanding Learning Area Seven, become familiar with the website maintained by the National Council for the Social Studies [Internet address: <http://www.ncss.org/online/home.html>]. Afterwards, complete the following:

Review the following websites:

Social Studies
National Center for History in the Schools
<http://www.sscnet.ucla.edu/nchs/>
Center for Civic Education
<http://www.civiced.org>
National Council on Economics Education
<http://www.nationalcouncil.org>
National Council on Geographic Education's Home Page

<http://mulmedia2.freac.fsu.edu/ncge/>
Geography
<http://www.eduplace.com/ss/autoact/ss_1.html>
Geography Education Standards Project
<http://multimedia2.freac.fsu.edu/ncge/>
Center for Civic Education
<http://www.sscnet.ucla.edu/nchs>
American Historical Association
<http://web.bmu.edu/chm/aha/>
Other excellent sources for standards-related materials can be found at:
<http://putwest.boces.org/STSu/Social.html>
National Archives of American History
<http://www.thehistorynet.com/THNarchives/American History
Library of Congress of American Memory
<http://rs6.loc.gov/amhome.html
Invention Dimension
<http://web.mit.edu/invent/
Horus' Web Links to History Resources
<http://www.ucr.edu/h-gig/horuslinks.html>
Geographic Resources for Teachers
<http://www2gasou.edu/facstaff/dangood/>
Map Machine
<http:www.nationalgeographic.com/resources/ngo/maps/>
Mapmaker, Mapmaker, Make Me A Map
<http://loki.ur.utk.edu/ut2kids/maps/map.html
Great Globe Gallery
<http://www.fpsol.com/gems/geography.html>
U.S. Geological Survey
<http://www.usgs.gov/>
County Outline Maps
<http://www.lib.utexas.edu/Libs/PCL/Map_collection/county_outline.html>
How Far Is It?
<http://www.indo.com/distance/
US Bureau of the Census
<http://www/census.gov/>
National Council for History Education
<http://www.history.org/nche/main.html>
History Buff Home Page
<http://www.historybuff.com/index.html
Envirolink
<http://envirolink.org/>
Alapedia Online
<http://www.atlapedia.com/index.html>
Mid-continent Regional Educational Library
<http://www.mcrel.org>
ERIC Clearinghouse for Social Studies/Social Science Education

<http://www.indiana.edu/~ssdc/eric_chess.html
Social Studies Sources
<http://education.indiana.edu/~socialst/
Social Studies Education Network
<http://busboy.sped.ukans.edu/~soess/index.html>
Archives of Personal Experience and Related Resources
<http://www.libertynet.org/zelson/publish/list.html#projects>
SchoolWorks Social Studies
<http://esi.cuseta.com/c/@KvoNEb8q_nZxY/product.html?code@H-SS0312>
Social Studies
<jtt[//www summit.k12.oh.us/site/Curriculum/social studies.htm>
Balch Institute for Ethnic Studies
<http//www.avalon.net/~librarian/BalchWeb/balch.html
National Association for Multicultural Education
<http://www.inform.umd.edu/NAME/.index/natoffice.html
Multicultural Education Resources
<http://gilliigan.esu7.K12.nc.us/~esu7web/resources/multi.html>
Center for Migration Studies
<http://cmsny.org/
Internet Resources for Students of Afro-American History
<http://www.libraries.rutgers.edu/rulib/socsci/hist/afrores.htm>
Educational Extension Systems
<http://www.simcoe.igs.net/homathtutor/ess.htm>
American Association of University Women Resources
<http://www.aauw.org/4000/resources.html>
Upper Midwest Women's History Center
<http://www/hamline.edu/~umwhc/>
Women's Studies
<http://www.library.upenn.edu/resources/interdiscipline/gender/women/women.html
Women' Studies of Primarily US
<http://www.hist.unt.edu/09w-amm6.htm>
Equity Online
<http://www.edc.org/WomensEquity/
Thinking Skills
Creative and Critical Thinking
<http://curry.edschool.virgina.edu/currÖr_Guite/Time_Line/creativethinking.html>
A Model for Case Analysis and Problem Solving
<http://www.cba.neu.edu/~ewertheim/introd/cases.html
Teaching Thinking Skills
<http://www.nwrel.org/scpd/sirs/6/cul1.html>
Thought and Language
<http://www.mindspring.com/~frudoph/lectures/Thought/thought.html

Cooperative Learning (Working in Groups)
WWW Constructivist Project Design Guide
<http://www.ilt.columbia.edu/k12/livetext-nf/webcurr.html>

Teachers Helping Teachers
<http://www.pacificnet.net/~mandel/
Ask ERIC
<http://ericir.syr.edu>
A Guide to Maximizing Learning in Small Groups
<http://www.cs.ukc.ac.uk/national/CSDN/html/EDUres/small-group-learning.html>
Teaching Strategies and Cooperative Learning
<http://www.ca.sandia.gov/outreach/2020/2020TStrat.html>

Lesson Planning
Ask ERIC Lesson Plans
<http://ericir.syr.edu/Virtual/Lessons/
Discovery Channel School
<http://school.discovery.com/
CHCP Golden Legacy Curriculum
<http://ericir.syr.edu.projects/CHCP/
Lesson Plans Library
<http://ed.info.apple.com/education/techlearn/lessonmenu.html>
Crossroads: A K-16 American History Curriculum
<http://ericir.syr.edu/Virtual/Lessons/crossroads/
NEPTUNES WEB of Oceanography Plans for Social Studies
<http.www.cnmoc.navy.mil/educate/neptune/lesson/social/social.htm>
CNN Newsroom
<http://cnn.com/CNN/Programs/CNNnewsroom/daily/>
Classroom Materials
<http://www.historychannel.com/class/teach/teach.html>
Assessment and Evaluation
ERIC Clearinghouse on Assessment and Evaluation
<http://ericae.net/main.htm>
Alternative Assessment in Social Studies
<http://www.coe.ilstu.edu/jabraun/social studies/assessment.main.html
Assessment and Evaluation on the Internet
<http:ericae2.educ.cua.edu/intbod.stm
Authentic Assessment
<http://www.nwrel.org/scpd/sirs/6/cul 1.html>
Alternative Assessment Database
<http://cresst96.ucla.edu/database.htm>

Technology
Recommended Software
<http://link.ci.lexington.ma.us/WWW/Shelley/recsoft/index.html>
Technology and Learning Online
<http://www.techlearning.com/>
K-12 Curriculum, Curriculum Software of Social Studies
<http://ed.info.apple.com/education/techlearn/sp/socstsoft.html>
William K. Bradford Publishing Company On-Line K-12 Software Catalog

<http://www.wkbradford.com.subjsoci.htm.>
Resources for Educators
<http://www.intel.com/intel/educate/teacher/links>

English as Second Language Learners
TESOL
<http//www.tesol.edu/index.html>
National Clearinghouse for Bilingual Education
<http//www.ncbe.gwu.edu/>
Cross-Age Tutoring
<http//cisl.ospi.wednet.edu/CISL/Strategies/CRSAGETUTR.html>
Welcome to ESL Net!
<http://esl.net/>
Language Development Strategies
<http://www.lalc.k12.ca.us/laep/smart/Sunrise/lang.html>

Section 2. Instructional

Learning Area Seven: People and Cultures involve explorations in the social studies curriculum. Considering the interdisciplinary nature of social studies it is ideally suited for middle level education. Typically, the following skills are addressed whenever teachers design lessons for middle level students:

Thinking Skills (i.e., the ability to conceptualize, interpret, analyze, generalize, to apply knowledge, etc.)

Inquiry Skills (i.e., the ability to formulate questions, hypotheses, collect salient information and data and apply findings in generating theory or solutions to existing problems.
Group Skills (i.e., the ability to interact effectively with peers and other adults, to lead discussions and participate as a follower while investigating issues with others, to participate as a member of a community while contributing to the effectiveness and efficiency of problem solving.

Academic Skills (i.e., the ability to locate, organize, acquire knowledge through self-governmental processes either through reading, listening, observing, communicating verbally, nonverbal, and through writing, or visually through charts, illustrations, graphs, tables, and timelines, the ability to interpret information received through formal learning situations.

Keep in mind that, while academic skills are vitally important, the development of early adolescents takes precedence in curriculum design. Given this, lessons typically involve projects where learners can be immersed in content for a long period of time. Cooperative learning (i.e., group work) is a preferred method of organizing instruction. However, adequate time should also be set aside for learners to reflect individually as well as in-groups.

Possible Tasks

Design an interdisciplinary project for middle level students based on (a) your understanding of Learning Area Seven: People and Cultures, and (b) knowledge of child development gained either in class and/or through the websites noted in the introduction. Your project should relate to the theme of "People and Cultures".

Write a lesson plan based on the following process:

Identify a "starter" activity to focus students learning.

Highlight ways to provide students essential background information.

Decide how students will select topics of personal choice that are of interest to them and related to the theme.

Develop a plan for how students will work in small, collaborative groups to explore, gather data, and develop projects. Include a discussion of what you will have them "make and do." Identify a way to close the project.

In your plan, refer to (a) how long it will take for students to do the project, (b) how you will incorporate reading, writing, the arts, and use of community resources into the plan, and (c) the materials students will need to complete the project.

Discuss your ideas with peers and instructor/s. Refine plans based on your discussions.

Examine the plans carefully for accuracy and relevancy of content. What key issues, ideas, concepts are involved? What values are included? How does the topic relate to the lives of early adolescents? How can you strengthen the project as it relates to their interests and needs? Do the activities involved stimulate inquiry? Promote direct "first hand" experience? Encourage self-expression?

Revise plans based on your analysis. Then, examine the goals of Learning Area Seven. In what ways can your plans improve?

Ask your peers to examine plans based on (a) the depth of content included, (b) articulation of specific skills, and (c) connections to Learning Area Seven.

Finalize plans and share this with your instructor for a final review.

Through your field experiences, observe teachers working in the area of social studies then complete the following:

Analyze your observations as they relate to Learning Area Seven.

Identify key elements that reflect standards of at least three of the organizations noted in the introduction.

Record what you think are the objectives and content being taught?

Share your thoughts with the teacher observed. Ask for feedback related to accuracy of your analysis.

Document your experience in a field journal.

Share the results with your professor.

Section 3. Assessment

Choose one of the following:

Congratulations! You have just been employed at a middle school in a small rural school in Minnesota. As a first year teacher, your principal has asked you to prepare a newsletter to parents about ways you will incorporate Learning Area Seven into the curriculum. Design the newsletter you will distribute. Include information about the scope and sequence of your curriculum related to Learning Area Seven. List possible titles of lesson/unit plans. Also discuss ways you will incorporate goals for teaching social studies espoused by other organizations. Prepare your newsletter in finished form as you expect parents to receive it.

Congratulations! You have just been employed as a middle school teacher in the Twin Cities area. As a new teacher, your principal expects you to be well informed about the state's standards and ways they can be incorporated into the local curriculum. To share your insight, she has asked you to accompany her to a district level meeting highlighting new trends in teaching social studies. Prepare an 8-10 minute presentation outlining what you will say and do. As a part of your presentation, discuss ways you will gather ideas, develop lesson plans, and incorporate the standards. Also discuss how you will prepare checklists, data retrieval charts, and other assessment/evaluation tools for instructional purposes.

The year is September 2005. A representative from the National Council for the Social Studies has recently contacted you about writing an article for a national publication on Minnesota's Learning Area Seven. They are particularly interested in the innovative practices you use to address national and state standards in the curriculum. To prepare for the interview, develop a brief summary about what you think is the purpose of Learning Area Seven. Discuss goals you think are relevant to meeting this purpose. Note ways you plan to embody the middle school philosophy in the curriculum design. As a personal reflection, provide information about your personal progress in understanding the standards. Note as well your concerns for integrating Learning Area Seven more fully into the curriculum. List your hopes, dreams, and visions for future development regarding the standards and the use of Learning Area Seven.

Section 4. Evaluation

Prepare a unit plan for people and culture at the grade level of choice. Include in the unit (1) a rationale or statement of purpose, (2) an overview of how the unit meets the Minnesota and NCSS standards for social studies, (3) a synopsis of how the unit will be implemented, (4) floor plans for organizing class instruction during the unit, (5) five lesson plans that demonstrate an ability to sequence instructional delivery, (6) a discussion of your assessment/evaluation plans, (7) sample data retrieval checklists, rubrics, and handouts to be used as a part of instructional delivery, (8) a bibliography of resources used in developing the unit.*

* Note to Instructor(s): The unit plan is an ideal project for an end of the course assignment that can be submitted in lieu of a final exam. Encourage students to conduct research for and work on the unit throughout the semester/quarter. The pace and completion of the work can also be monitored and incorporated through unit related assignments completed and turned in throughout the semester/quarter.

General Area of Assessment: UNIT PLAN-Conceptual Understanding-Content Knowledge-Critical-Thinking Processes-Understands the nature of teaching social studies as related to the state and national standards for a particular grade at the elementary school level. Social studies content and application of knowledge, skills, and attitudes appropriate for the grade level selected.

Content presented is accurate and relevant for the topic selected

A clear purpose for conducting the unit as it relates to Minnesota and other national standards is provided.

Handouts, data-retrieval checklists, rubrics, and other assessment tools are included and are consistent with expectations for the unit/lessons developed. Able to synthesize content, methods, standards, and the developmental needs of the learner in the presentation of ideas.

References

Arnold, J. (1985). A responsive curriculum for early adolescents. Middle School Journal 16 (May), 3, 14-18.

Beane, J. (1993). A middle school curriculum: From rhetoric to reality. (2nd Ed.) Columbus: NMSA.

Grad Rule 101 Module Outline for Intermediate Level
Learning Area Seven: People and Cultures

By

Sheila Wright

Section 1: Introductory

Mostly, people and cultures embody the essence of the social studies curriculum. Social studies, from a curricular perspective, involve preparing elementary students to make informed reflective decisions. The ultimate goal is to facilitate their personal development towards living in a democratic society. Generally, social studies involve a variety of disciplines including the humanities, sociology, psychology, geography, history, anthropology, etc. These disciplines are presented through interdisciplinary explorations designed to increase students' knowledge, skills, attitudes and values in taking constructive action as future citizens.

Discussions about ways to prepare young learners in meeting the contemporary challenges of society are pursued at the national, state, and local levels. The information emanating from much of this dialogue reflects the standards typically expressed as critical in implementing an effective program. Think of the standards as a framework for planning and instructional delivery.

The first step in preparing for instruction that meets the Minnesota Standards for Effective Practice is to review general information about national and state standards. For example, you may find it useful to use the Internet to gather information about Goals 2000. Afterwards, begin to examine carefully the primary, intermediate, and middle-level standards for Minnesota. Compare this information with the national view. Next, think about Learning Area Seven: People and Cultures. Review this standard with the ten themes for social studies established by the National Council for the Social Studies (NCSS). What similarities do you find? In what ways does the information differ? What additional sources can you find related to the standards and the social studies curriculum?

[The HomePage maintained by the National Council for the Social Studies is locate at the following Internet address: <http://www.ncss.org/online/home.html>.]

Other Possible Tasks:

Review websites from other states by accessing their departments of education and/or several of their school districts. How are these states responding to Goals 2000 and using standards to prepare curriculum? What are their state guidelines for teaching social studies?
Review the Minnesota State Department of Education's website. What are their specifications for teaching social studies? How are these similar to or different from those of other states?
Subscribe to a local or popular state newspaper. Identify all stories related to Minnesota's standards. Collect these stories and catalogue them in chronological order. At the end of the course, review these stories again. What changes, if any, were made over the course of time? What was the nature of this discussion? What concerns, if any, and/or salient issues emerged

from the dialogue? If known, how did local schools respond to any issues raised? What were your perceptions of the standards before reading these articles? Did any change in your perspective result from reading this material? If so, in what ways were your views altered?

Discuss Minnesota and NCSS standards with teachers and principals in your local area. Identify their key concerns related to implementing the standards. Afterwards, generate possible solutions to overcoming these concerns.

Write to state and local political leaders and ask them about their perspectives on the Minnesota standards. How do these differ from those of your own? From what you have learned from teachers and principals? Discuss your findings with peers and your instructor/s.

Interview a teacher working with each of the primary, intermediate, and middle levels about ways they incorporate the standards into their local curriculum. What strategies do they use? What approaches to they involve maintaining the integrity of their curriculum while meeting the standards?

Interview a parent about their perceptions of the standards. What similarities and discrepancies in perceptions do you find among politicians, teachers, principals, and parents? Generate a list of ways teachers can facilitate parents' understanding of the standards and the school curriculum.

Interview students at each of the levels about their perceptions of school. Ask them what they like, don't like, and would change about their social studies curriculum. Analyze their responses as they relate to the standards? Did students' views support the type of class environment encouraged by the standards? In what ways can teachers use this information to facilitate curriculum design using the standards?

Write to curriculum specialists in at least three districts in Minnesota. Ask them about ways the standards are used in their district's social studies curriculum and how are teachers incorporating them into their classroom instruction. Compare/contrast the results. Which strategies appear more successful? What conceptions do the district hold about the standards? How are they similar? Different? What are the implications for inconsistencies?

Section 2. Instructional

Become familiar with the knowledge base and methods of teaching social studies. Identify ways you can incorporate the following skills in lesson plans related to the standards for social studies:

Thinking Skills (i.e., the ability to conceptualize, interpret, analyze, generalize, to apply knowledge, etc.)

Inquiry Skills (i.e., the ability to formulate questions, hypotheses, collect salient information and data and apply findings in generating theory or solutions to existing problems.

Academic Skills (i.e., the ability to locate, organize, acquire knowledge through self-governmental processes either through reading, listening, observing, communicating verbally,

nonverbal, and through writing, or visually through charts, illustrations, graphs, tables, and timelines, the ability to interpret information received through formal learning situations.

Group Skills (i.e., the ability to interact effectively with peers and other adults, to lead discussions and participate as a follower while investigating issues with others, to participate as a member of a community while contributing to the effectiveness and efficiency of problem solving.

Practice preparing lesson plans. Discuss these with your peers and instructor/s. Examine your plans carefully as they relate to the Minnesota and NCSS Standards. In what ways did you naturally incorporate the standards? In what ways can you improve the plans? Discuss with your peers and/or instructor/s the depth of social studies content covered in the plans and ways to expand the plans as they relate to the standards.

Other Possible Tasks

Because of the interdisciplinary nature of social studies, it is important to also examine standards related to the specific disciplines involved. For this reason, you may want to explore the websites of the following organizations:

National Center for History in the Schools
http://www.sscnet.ucla.edu/nchs/

Center for Civic Education
http://www.civiced.org

National Council on Economics Education
http://www.nationalcouncil.org

Geography Education Standards Project
http://multimedia2.freac.fsu.edu/ncge/

Center for Civic Education
http://www.sscnet.ucla.edu/nchs

American Historical Association
http://web.bmu.edu/chm/aha/

Other excellent sources for standards-related materials can be found at:
http://putwest.boces.org/STSu/Social.html

Mid-continent Regional Educational Library
http://www.mcrel.org

Investigate other organization's websites related to the disciplines of sociology, geography, history, economics, anthropology, archeology, and psychology that may have information related to social studies standards. In what ways can this information supplement curriculum design using the standards? Develop a lesson plan that utilizes knowledge from your research.

In what ways do the Minnesota, NCSS and other organizations' standards address the role of thinking skills? People and culture? Write a journal reflection about why these elements of the social studies curriculum are particularly relevant in for living in a contemporary society.

Identify and discuss either with peers and/or your instructor/s the salient features and emerging themes among all organizations reviewed. What are the commonalties among the features/themes? How are Minnesota's standards similar?
Re-write any of the lesson plans prepared thus far to incorporate new knowledge gained about the standards and from field experiences. Review these with peers and your instructor.

Examine elementary curriculum guides from at least three Minnesota districts. How are the scope and sequence of the social studies curriculum similar to and different from each other? In what ways can the standards facilitate instruction using these guides?
Select one of the curriculum guides from #5. In what ways can you, as a new teacher in this district, implement unit/lesson plans that expand or meet the Minnesota standards related to the curriculum? Develop sample lesson plans for a designated grade to demonstrate how this can be done.

Recall your own experiences in social studies as a child. In what ways did these experiences naturally incorporate naturally the Minnesota standards? The standards of other social studies related organizations?
Through your field experiences, observe social studies lessons being taught by practicing educators. Analyze your observations as they relate to the Minnesota Standards. Identify key elements that reflect the standards reviewed thus far. Record what you think are the major objectives being taught? Share your thoughts with your supervising teacher/s afterwards and clarify their intent. Report similarities and discrepancies from your observations in a field experience journal and/or share the results with your instructor/s.

Section 3. Assessment

Choose from any of the following:

Congratulations! You have just been employed at an elementary school in a small rural school in Minnesota. As a first year teacher, your principal has asked you to prepare a newsletter to parents about your social studies program. In the newsletter, you are to share information about the scope and sequence of your curriculum plans, possible titles of unit plans, and ways you plan to incorporate the state and national goals for social studies. Be prepared to submit your newsletter in "finished" form as you expect parents to receive it.

Congratulations! You have just been employed as an elementary teacher in the Twin Cities area. As a new teacher, your principal expects you to be well informed about the state's standards and

ways they can be incorporated into the local curriculum. To share your knowledge, she has asked you to accompany her to a district level meeting highlighting new trends in teaching social studies and to make an 8-10 minute presentation. (She is well aware of the quality training you've received in your social studies methods at the institution you recently graduated from). Specifically, she would like you to outline your approach to integrating the Minnesota Standards into the social studies curriculum. As a part of your presentation, discuss ways you gather ideas, develop lesson plans, incorporate the standards, and prepare checklists, data retrieval charts, and other assessment/evaluation tools for instructional purposes.

The year is September 2005. A representative from the National Council for the Social Studies has recently contacted you about writing an article for a national publication on your social studies program. They are particularly interested in the innovative practices you use to address national and state standards in the local curriculum. To prepare for the article, you provide a brief overview about what you believe the purpose and goals for teaching social studies are, ways you embody this philosophy in curriculum design, and highlight at least three specific examples for how you address national and state standards. As a personal reflection, you also provide information about your progress related to understanding the state and national standards, your concerns for integrating the standards more fully into the curriculum, and any hopes, dreams, and visions you have for future development in this area.

Prepare a unit plan for a social studies topic and grade level of choice that includes (1) a rationale or statement of purpose for the unit, (2) an overview of how the unit meets the Minnesota and NCSS standards for social studies, (3) a synopsis of how the unit will be implemented, (4) floor plans for organizing class instruction during the unit, (5) five lesson plans that demonstrate an ability to sequence instructional delivery, (6) a discussion of your assessment/evaluation plans, (7) sample data retrieval checklists, rubrics, and handouts to be used as a part of instructional delivery, (8) a bibliography of resources used in developing the unit.*

* Note to Instructor(s): The unit plan is an ideal project for an end of the course assignment that can be submitted in lieu of a final exam. Students can be encouraged to conduct research throughout the course and have conversations with you as they make progress. The pace and completion of the work can also be monitored and incorporated through various assignments given during the course. For example, the rationale or statement of purpose can be prepared in advance as one possible assignment. Likewise, the assessment/evaluation components can be completed near the end of the course.

General Area of Assessment: UNIT PLAN-Conceptual Understanding-Content Knowledge-Critical-Thinking Processes-Understands the nature of teaching social studies as related to the state and national standards for a particular grade at the elementary school level. Social studies content and application of knowledge, skills, and attitudes appropriate for the grade level selected.

Content presented is accurate and relevant for the topic selected
A clear purpose for conducting the unit as it relates to Minnesota and other national standards is provided.

Handouts, data-retrieval checklists, rubrics, and other assessment tools are included and are consistent with expectations for the unit/lessons developed. Able to synthesize content, methods, standards, and the developmental needs of the learner in the presentation of ideas.

Part III

High Standards

Areas	Authors
Introduction to Minnesota's Profile of Learning for Prospective English Language Arts Teachers	John Banschbach Warren Sandmann
Learning Area 1: Read, Listen and View	John Banschbach Warren Sandmann
Learning Area 2: Write and Speak	John Banschbach Warren Sandmann
Learning Area 3: The Arts	John Banschbach Warren Sandmann Sheila Wright
Learning Area 4: Mathematical Applications	Kil S Lee & Mary Ann Lee
Learning Area 5: Inquiry	John Banschbach
Learning Area 7: People and Cultures	Clark Johnson

Grad Rule 101 Module Outline for Learning Area One: Introduction to Minnesota's Profile of Learning for Prospective English Language Arts Teachers

By

John Banschbach & Warren Sandmann

A. Overview of the Grad Rule Modules

The following assignments will help you understand the general features of Minnesota's Profile of Learning and will give you resources for and practice in implementing the graduation standards in your courses. Six standards are included here:

1. Learning Area One, Read, Listen, and View in the English Language: Reading Listening, and Viewing Complex Information
2. Learning Area Two, Write and Speak in the English Language: Academic Writing
3. Learning Area Two, Write and Speak in the English Language: Technical Writing
4. Learning Area Three, Literature and Arts: Literary and Arts Creation and Performance
5. Learning Area Three, Literature and Arts: Literature and Arts Analysis and Interpretation
6. Learning Area Five, Inquiry: Research Process.

In each assignment you will identify the skills students' need and you will create lessons and units that help middle level and high school students learn the competencies that the standards call for.

The assignments will list internet and print resources for each standard. The following internet sites are more general sources of lesson plans.

http://7-12educators.miningco.com/ [click Academic Area/News]
http://www.ncte.org/teach/
http://www.education-world.com/
http://www.pacificnet.net/~mandel/#anchor581196
http://ericir.syr.edu/Virtual [click AskERIC Lesson Plans]
http://www.thegateway.org

Each assignment asks you to review the content standards, Primary through High School, and the performance packages.

For the content standards, the address is http://cfl.state.mn.us. Go to Graduation Standards/Facts for Educators/High Standards/High Standards; scroll down this page to the table, and click on the grade-level content standard you wish to see.

For performance packages, the address is http://cfl.state.mn.us. Go to Performance Packages and then select among grade levels and among updated or original packages. You will find it helpful to download and save the performance packages for the standard you are studying.

Any book cited in these assignments is available through PALS.

B. General Introduction

Assignments:

1. Read the following selections about the Profile of Learning in "Facts for Educators" (http://cfl.state.mn.us/GRAD/educators.html)

   General Information

   + An Introduction to Minnesota's Graduation Standards

   + Common Questions Parents Ask About Minnesota's Graduation Standards

   + Minnesota Graduation Standard Newsletter (February 1988, April 1988, May 1988, September 1988, October 1988, December 1988).

   Basic Standards

   + A Parent's Guide to Understanding Basic Standards Written Composition Test Results
   + Basic Standards Written Composition Test
   + Reading Specifications

   High Standards

   +High Standards
   Common Questions and Answers about K-8 High Standards
   Common Questions and Answers about High School High Standards

   Students with Limited English Proficiencies
   +Creating District Policy for Testing LEP Students

2. Define the terms Basic Standards, High Standards, Preparatory Standards, Learning Areas, Minnesota Comprehensive Assessments, standard, rubric, and performance-based assessment.

Explain the general requirements for graduation under the Profile of Learning.

3. Read, Learning about the Performance-based Approach to Education.
http://fox.nstn.ca/~huot/perf-edu.html
and Grant Wiggins' The Case for Authentic Assessment
http://www.ed.gov/databases/ERIC_Digests/ed328611.html

and then

4. explain, in an essay of two to three pages, the differences between a traditional high school curriculum and the Profile of Learning.

Grad Rule 101 Module Outline for Learning Area One: Read, Listen, and View in the English Language

READING, LISTENING, AND VIEWING COMPLEX INFORMATION

By

John Banschbach & Warren Sandmann

A. High School and Middle-Level Content Standards, Nonfiction

Assignments:

1. Create a unit that enables students to study a current topic and demonstrate several of the skills in this content standard. The ideal current event for such a unit would be

   a. important enough to be addressed by a variety of news media,
   b. complex enough that there are background articles and editorials about it,
   c. clearly relevant to and even interesting to students, and
   d. about which the teacher is already knowledgeable. (This last criterion is important because sometimes slant and bias are most evident by the information that the writer chooses not to include, and so most evident to readers already informed about the topic.)

First, create a bibliography (print and non-print sources), that is, the reading assignments for the unit. Then, in the unit plan, state the grade level, identify the part of the content standard that is the unit's topic, state the other objectives, and state the tasks that students will perform, the methods of assessment, and the topic of each of the unit=s lessons.

2. The performance packages for this Learning Area provide many suggestions for tasks that can demonstrate students' ability to read complex material:

   Informational Text Structure [Primary],
   Nonfiction Journal [Middle],
   Academic Reading File [High School], and
   Briefing Notebook [High School].

For teaching ideas on main ideas and structural organizers, see

Richard Vacca and JoAnne Vacca, Content Area Reading,
Judith Irvin, Reading and the Middle School Student: Strategies to Enhance Literacy, and
Donna E. Alvermann and Stephen F. Phelps, Content Reading and Literacy: Succeeding in Today's Diverse Classroom.

For teaching ideas on fact and opinion, bias, credibility, and logic, see

Sheila Cooper and Rosemary Patton, Ergo: Writing Logically, Thinking Critically, and
Gail E. Tompkins and David B. Yaden, Jr., Answering Students' Questions about Words.

For teaching ideas on listening and viewing, see

Pamela J. Cooper, Activities for Teaching Speaking and Listening, 7-12, and
William V. Constanzo, Reading the Movies: Twelve Great Films on Video and How to Teach Them.

B. Middle-Level Standards, Fiction

Assignment:

1. Choose three short stories from a standard middle-school literature anthology, or choose a young adult novel. Develop lessons that help students demonstrate their ability to comprehend, interpret, and evaluate fiction as defined by the content standard, that is, by

"a. retelling a story, including major characters, setting, sequence of events, and conflicts;
b. showing evidence of an ongoing process for expanding vocabulary;
c. interpreting literal and figurative language and imagery;
d. categorizing events, behavior, or characters;
e. predicting logical cause and effect sequence; and
f. evaluating fiction according to pre-established criteria."

For teaching ideas and materials see the performance packages

Literature to Theatre [Intermediate],
Fiction Journal [Middle],
What's The Story? [High School], and
see Richard Beach and James Marshall's Teaching Literature in the Secondary School.

Grad Rule 101 Module Outline for Learning Area Two: Write and Speak the English Language

By

John Banschbach & Warren Sandmann

A. Middle-level and High School Content Standards: Academic Writing

Assignments:

1. List the skills and knowledge that students need to have to write for a variety of academic purposes and situations.

   Be sure to examine the Intermediate content standards and the Middle-level content standards for this Learning Area, as well as the High School content standards for Academic Writing. And be sure to examine the performance packages:

   Write and Speak [Primary],
   Publication Portfolio [Intermediate],
   A Matter of Opinion [Middle],
   Story building [Middle], and
   Academic Writing [High School].

2. Design a unit that will enable students to satisfy part of the requirements of this standard by writing, about the same topic, both a narrative and an analytic or persuasive essay. (Integrating this content standard with Reading, Listening, and Viewing Complex Information would provide students with a complex understanding of a subject.) In the unit plan, state the grade level, identify the part of the content standard that is the unit's topic, state other objectives, and state the title of the textbook (if any), the tasks that students will perform, the methods of assessment, and the topics of each of the unit's lessons.

3. Identify the resources, in addition to performance packages, that you would consult for teaching ideas and materials for this content standard. To begin with, see

   http://ericir.syr.edu/Virtual [click AskERIC Lesson Plans]
   http://owl.english.purdue.edu
   http://www.ipl.org/teen/aplus/stepfirst.htm
   http://www.english.uiuc.edu/cws/wworkshop/index.htm
   http://www.eslplanet.com/teachertools/argueweb/frntpage.htm

See also freshman composition textbooks such as Rise Axelrod and Charles Cooper's The St. Martin's Guide to Writing

B. Middle-level and High School Content Standards: Technical Writing

Assignments:

1. List the skills and knowledge that students need to have to write for a variety of technical purposes, situations, and audiences.

   Be sure to examine the Intermediate content standards and the Middle-level content standards for this Learning Area, as well as the High School content standards for Technical Writing. And be sure to examine the performance packages:

   Write and Speak [Primary],
   Publication Portfolio [Intermediate],
   Procedural Reading and Writing in the Science Lab [Middle], and
   Tech Writings [High School].

2. Create a unit in which students revise instruction manuals for household products and other consumer goods to make the manuals more intelligible and easier to use. Collect manuals (you could ask students to bring in manuals that they believe could be revised), and have the students analyze the manuals according to the criteria of the middle-level or high school content standard.

   In the unit plan, state the grade level, state thé objectives, and state the tasks that the students will perform, the methods of assessment, and the topic of each of the unit's lessons.

3. Identify the resources, in addition to performance packages, that you would consult for teaching ideas and materials for this content standard. To begin with, see:

   http://www.english.uiuc.edu/cws/wworkshop/index.htm [Business and Technical Writing Resources]
   http://owl.ccd.cccoes.edu/owl/TechWriting/

See also:

William Pfeiffer, Technical Writing: A Practical Approach,
Judith VanAlstyne and Gordon Madden, Professional and Technical Writing Strategies: Communicating in Technology and Science,

and see English Journal, volumes 81.2 (1992), 82.3 (1993), and 84.8 (1995) for several articles on the teaching of technical writing in secondary English classrooms.

Grad Rule 101 Module Outline for Learning Area Three: Literature and the Arts

By

John Banschbach & Warren Sandmann

A. Middle-level Content Standards and High School Content Standards Literary and Arts Creation and Performance

Assignments:

1. Analyze the standards and identify and list the knowledge and skills students need to write poems, short stories, and plays.

   Be sure to examine the Primary content standards, the Intermediate content standards, the Middle-level content standards, and the High School content standards for this Learning Area and for Learning Area Two: Write and Speak. And examine the performance packages

   Wolves–Fact or Fiction P.2 [Primary],

   Writing and Speaking [Primary],

   Literature to Theatre [Intermediate],

   Publication Portfolio [Intermediate],

   Fiction Journal [Middle], and

   Story building [Middle].

2. Design a creative writing unit that will enable students to satisfy part of the requirements of this standard. Include among the unit's objectives that the student shall create or perform, or both, an original artistic presentation including a single complex work or multiple works that: A. demonstrates elements and skills of the art form.@ Include also the specific elements and skills of the art form that are the unit's focus, and the study of works of literature that clearly illustrate those elements and skills.

   Besides stating objectives, state also the grade level, the title of the textbook, the tasks that students will perform, the methods of assessment, and the topics of each of the unit's lessons (be sure to include the titles of particular literary works).

3. List several resources, in addition to performance packages, that you would consult for teaching materials and ideas for this unit. See books on teaching creative writing such as

Wendy Bishop's Released into Language: Options for Teaching Creative Writing,

Christopher Edgar and Ron Padgett's Educating the Imagination: Essays and Ideas for Teachers and Writers,

Christopher Edgar and Ron Padgett's Old Faithful: 18 Writers Present Their Favorite Writing Assignments,

Judith Rowe Michael's Risking Intensity: Reading and Writing Poetry with High School Students, and

Robert Root and Michael Steinberg's Those Who Do, Can: Teachers Writing, Writers Teaching: A Sourcebook.

And see these websites:

http://skyport.com/spirit/creative/createwr.htm
http://personal.cityu.edu.hk/~lsteve/creative
http://www.geocities.com/Soho/workshop/8405 (See especially /links/index.htm).

B. Literature and Arts Analysis and Interpretation

Assignments:

1. List the skills and knowledge that students need to have to interpret and evaluate complex works of literature.

Be sure to examine the Primary content standards, the Intermediate content standards, the Middle-level content standards, and the High School content standards for this Learning Area. And be sure to examine the performance packages

Fiction Journal [Middle],

The Mystery of Mysteries (Genre Study) [Intermediate], and

What's the Story? [High School].

2. Create a unit plan in which students demonstrate their ability to meet one or more of the requirements of the high school or middle-level content standard:

Literature and Arts Analysis and Interpretation (High School)

"A student shall demonstrate the ability to interpret and evaluate complex works of music, dance, theater, visual arts, literature, or media arts by:

a. describing the elements and structure of the art form; the artistic intent; and the historical, cultural, and social background of the selected art works;

b. applying specific critical criteria to interpret and analyze the selected art works;

c. describing how particular effects are produced by the artist's use of the elements of the art form; and

d. communicating an informed interpretation using the vocabulary of the art form."

Artistic Interpretation (Middle-Level)

"A student shall interpret and evaluate a variety of art works, performances, or presentations, including elements, principles, and styles of the art forms, and the social, historical, and cultural context of each work of art by:

a. analyzing art works using the elements, principles, and styles of the art form;

b. evaluating works of art according to pre-established criteria;

c. describing personal reaction to the work of art; and

d. explaining the connection between the work of art and its social,

e. cultural, or historical context."

The unit plan should state whether it is for middle-level students or high school students. It should state the part of the standard being addressed, the tasks that students will perform, the specific literary works that the students will study, the topics of the unit's lessons, and methods of assessment. The unit's objectives should specify the elements and structure that are important to the literary works selected for the unit, and the critical approaches (from those explained in Richard Beach and James Marshall's Teaching Literature in the Secondary School) that are especially pertinent to these literary works.

3. List several resources, both electronic and print, that students may consult to find information about the authors, essays on the literary works, and information about the period in which the works were written. You may wish to examine the following websites:

http://andromeda.rutgers.edu/~jlynch/Lit/
http://authors.miningco.com
http://mockingbird.creighton.edu/NCW/writers.htm
http://www.cwrl.utexas.edu/~daniel/amlit/survey.html
http://www.lib.virginia.edu/subjects/English/english2.html
http://www.luminarium.org/
http://www.traverse.com/people/dot/default.html).

Graduation Rule 101 Secondary Education Modules
Learning Area Four: Mathematical Applications

Kil S. Lee & Mary Ann Lee

Section 1. Introductory Module

Mathematical Applications, Learning Area Four of the Minnesota Graduation Rule, reflects standards in the curriculum, assessment and teaching of mathematics that have developed at the national, state and classroom levels. You will be able to study the alignment and amplification of the math standards from the national, state and classroom level. The power of the math standards is in both their consistent and research-based content and the process of development through consensus building.

Through a national process of consensus building over several years, the professional organization for teachers of mathematics, the National Council of Teachers of Mathematics (NCTM), published in 1989 Curriculum and Evaluation Standards for School Mathematics, followed by Professional Standards for Teaching Mathematics in 1991 and Assessment Standards for School Mathematics in 1995. Ten years later witnesses a national consensus building process for the updated Standards 2000.

Information at the national level is at internet addresses through the NCTM:
A call to all stakeholders in mathematics education to participate in the consensus building for the Standards 2000 was given by the President of the NCTM and is at
http:/www.nctm.org/news-bulletin/1998/09/1998-09.lappan.html (#1)

The effort and concern for input from teachers and other mathematics educators can be observed in the timeline for the process of consensus building, which can be found at:
http:/www.nctm.org/standards2000/status-timeline.html (#2)

Frequently asked questions and answers about the NCTM Standards is at:
http://www.nctm.org/about/frequently.requested/nctm.faq.version1.htm (#3)

The list of the1989 standards for school mathematics is at:
http:standards-e.nctm.org/1.0/89ces/Table_of_Contents.html (#4)

The list of the 2000 standards and principles for school mathematics is at:
http://standards-e.nctm.org/1.0/normal/standards/frntTab.html (#5)

Information from states across the country is available through the web site of the Council of Chief State School Officers (CCSSO). **A link to each of the state education agencies and information on that state's standards is at:**
http://www.ccsso.org/seamenu.html (#6)

Information on mathematics standards at the Minnesota state level is available through SciMathMn and the Department of Children, Families and Learning's Minnesota Electronic Curriculum Repository (MECR).

SciMathMN's mission and vision of standards-based system-wide improvement in the teaching and learning of K-12 mathematics and science and its strategy of alignment including national standards, Minnesota Graduation Rule and Teacher Preparation, local policy and classroom practice is at its web site:

http://www.scimathmn.org/about/about.htm (#7)

SciMathMn and Minnesota educators have produced the Minnesota K-12 Mathematics Framework to connect national standards with the Minnesota Graduation Rule and classroom practice. From the internet address below, one can view the Table of Contents of the Mathematics Framework.

http://www.scimathmn.org/standards/frameworks/math_fram/mathfram.htm (#8)

The Minnesota Electronic Curriculum Repository (MECR) contains curriculum resources to support the implementation of the graduation standards in Minnesota. To access the mathematics curriculum resources one can click on Learning Area List on the left border under Menu on the home page. Then from the Learning Areas one can find Mathematical Applications and then click View.

One can then find materials on the Large Processes and Concepts, the Scoring Criteria, Content Standards, Performance Packages and Assessment Tasks for the Graduation Learning Area, Mathematical Applications. The home page is at:

http://mecr.state.mn.us/home (#9)

As teachers develop curriculum, instruction and assessment in mathematics a resource for ideas and answers to mathematics questions can be accessed at:

http://forum.swarthmore.edu (#10)

Section 2. Instructional Module

There are three parts to this module.

a) Paper : The Process of Consensus-Building in the NCTM Mathematics Standards (Within a page)

Objective: A preservice secondary mathematics teacher is familiar with the process by which the profession of mathematics education develops mathematics standards.

Task: Consider information found at the internet addresses #1, #2, and #3 given in the introductory module and other information you may find. Discuss with specifics and references two main ideas, (a) the process of consensus building in the NCTM Mathematics Standards and (b) the reason for updating the NCTM

Mathematics Standards. Some specific questions to consider are the following: Do the NCTM Standards represent input and representation from people across the country? How do teachers and organizations have input in the development of the NCTM Standards? What are the reasons for the NCTM updating the Mathematics Standards about 10 years after the original Standards were published?

Feedback: Discuss your paper with peers and the instructor in your secondary mathematics methods course.

b) Diagram and Observations: The Mathematical Application Standards of the Minnesota Graduation Rule

Objective: A preservice secondary mathematics teacher has a K-12 overview of the mathematics standards of the Graduation Rule.

Task: Start at internet address #9. Click on Learning Area List on the left border. Then find Mathematical Applications and click on View. The Mathematical Applications page has lists entitled Education Level (Primary is grades K-2, Intermediate is grades 3-5, Middle is grades 6-8 and Secondary grades 9-12) and Name (Mathematical Applications Content Standards). Construct a two-way diagram with levels of education on one-dimension and math content standards on the other dimension. Indicate each cell that represents a graduation rule standard. Write several observations about the mathematical application standards over the K-12 curriculum. You may consider the grade level focus of standards, continuity of standards through the grade levels, and other observations.

Feedback: Discuss your diagram and observations with peers and the instructor in your secondary mathematics methods course. Extend your observations if appropriate. Include the diagram and observations in your file for reference as you continue working with the Mathematical Applications standards.

c) Paper: The Alignment of Mathematics Standards at national and state levels. (Within a page)

Objective: A preservice secondary mathematics teacher is familiar with the alignment of the mathematics standards of the NCTM, the Minnesota Mathematics Framework, the Minnesota Graduation Rule, and mathematics standards of other states.

Task: Consider information found at the internet addresses #4, #5, #6, #8 and #9. At internet address #4, consider the three sets of mathematics curriculum standards for the grade bands K-4, 5-8, and 9-12. These are the 1989 national math standards. At internet address #5, consider the mathematics standards listed in chapters 3 through 7. These are the draft 2000 national math standards.

At internet address #8, consider the mathematics content standards listed in chapter 3. These are the Minnesota Mathematics Framework standards.
At internet address #7, for this task, choose Minnesota's neighbor state Wisconsin. You can go from the map to the Wisconsin math standards using the following directions or you can go to the note below for the internet address that will go direct to the math standards. After clicking Wisconsin on the map or on the list, on the new page you then click on High School Graduation Test. Then on the new page you click on Wisconsin Model Academic Standards. Finally, on the new page you click on Wisconsin Model Academic Standards in Mathematics. At the end of the sheet you will find Wisconsin's Mathematics Standards A through F.

NOTE: You can go direct to the Wisconsin Math Standards by using the internet address:
http://www.dpi.state.wi.us/dpi/standards/matintro.html
These are the math standards of another state.

At internet address #9 you have found in the previous task the math standards of the Minnesota Graduation Rule.

Compare the alignment of the lists of mathematics standards given in this task. This can be accomplished in a paper or a list of observations or perhaps another format of your choice.

Feedback: Discuss your product with peers and the instructor in your secondary mathematics methods course.

Section 3. Assessment Module

For this module go to the Mathematical Applications page. Click to View High School Shape, Space and Measurement and then click to View the Assessment Task, Action Figures and Radio Tower Task.

Complete the Action Figures Assessment Task from the High School Content Standard, Shape, Space, and Measurement of the Minnesota Graduation Standards and construct a preparatory task for the Action Figures Task.

Objectives: A preservice secondary mathematics teacher

a) has hands-on experience in completing an assessment task and understands what it takes to complete such a task
b) is familiar with various mathematical aspects associated with a task
c) is familiar with the assessment model of the mathematics tasks including a feedback checklist and rubrics
d) examines the school mathematics curriculum and makes connections between the curriculum and graduation rule tasks

Tasks:

a) Carryout Part A: Action Figure of the Task Description. Note that there are nine items in this task. (This assignment may take about three weeks and you may consult with peers and your mathematics methods course instructor as necessary.)

b) Evaluate your products on the Action Figure task based on the Feedback Checklist and the Scoring Criteria for Mathematical Applications. (This assignment may be accomplished within a week and you may consult with peers and your mathematics methods course instructor as necessary.) Note that the Scoring Criteria is used for the total performance package of a graduation standard but in this task you will use the criteria for a single task.

c) Evaluate one of your peer's product on the Action Figure task based on the Feedback Checklist and the Scoring Criteria. (This assignment may be accomplished within a week and you may consult with peers and your mathematics methods course instructor as necessary.)

d) Create a preparatory task for the Action Figures task using the following directions. (This assignment may take about two weeks and you may consult with peers and your mathematics methods course instructor as necessary.)

Preparatory Task Description

Scenario:
Let's assume that you teach a 10th grade math class. Further assume that you plan an activity which will prepare your students to complete the "Action Figure Task" of the Shape, Space, and Measurement" Content Standard and which can be placed within your curriculum.

Tasks:

a) You consider the school mathematics curriculum by examining textbooks, internet resources and other curriculum resources. You can now consider prerequisite concepts for the "Action Figure Task" such as proportionality, similar triangles or figures, tolerance in measurements and others. Record your list of prerequisite mathematics concepts and procedures for the Action Figure Task.

b) Choose one or more of the prerequisite concepts and procedures to build a preparatory task and record them. Create application problems and/or an activity, which will enhance the successful completions of the "Action Figure Task" by your students. This is a preparatory task for the Action Figures. An example of a scenario for an activity is constructing a soft drink paper cup of 10 oz capacity, which is proportionally reduced from a soft drink paper cup of16 oz capacity. The product will include a task description and checklist.

c) Evaluate your preparatory task using the following checklist.

Feedback:

The following Checklist assesses your creation of a Preparatory Task for the Action Figure.

Checklist: Student		Faculty
_____	The identified list of prerequisite concepts and procedures for the Action Figure Task are appropriate.	_____
_____	The Preparatory Task is well founded on the prerequisite concepts and procedures identified.	_____
_____	Directions for the task are clear and coherent.	_____
_____	Completion of the task is feasible provided the logistics (timetable, workstation, references, tools and others if necessary).	_____
_____	The checklist is inclusive.	_____

Grad Rule 101 Module Outline for Learning Area Five: Inquiry

By

John Banschbach & Warren Sandmann

Section 1. High School Content Standards: Research Process

Assignments:

A. List the skills and knowledge that students need to have to carry out the particular kind of research described in this content standard.

Be sure to examine the Intermediate content standards and the Middle-level content standards for this Learning Area, as well as the High School content standards for Research Process. And be sure to examine the performance packages

Author Study [Primary],

Stems and Frames [Intermediate],

Finding Relevant Information [Middle],

Migration [Middle],

B. Descriptive Research Process [High School], and
Researching and Writing a Biographical/Historical Sketch [High School].

1. This content standard is already an outline of a unit or short course. Assume that the topic your students are researching is "computers in education." Create several lesson plans to help them learn to

"a) refine a topic into a clear statement of a research problem with sub problems;
b) evaluate a research problem for feasibility;
c). create a plan for collecting and interpreting data;" and
D) employ two of the skills you have identified above as essential for success in this standard.

2. Then, create a set of questions to help students revise the review of background information.

3. Identify the resources you would consult for teaching ideas and materials for this content standard. To begin with, see

http://www.carr.lib.md.us/schs/research/process.htm
http://researchpaper.com
http://www.hccs.cc.tx.us/system/Library/Center/lobby.html
http://www.ipl.org/teen/aplus/stepfirst.htm
http://kam.ohiolink.edu/~sg-ysu/process.html

For information on the effective use of search engines, see
http://www.monash.com/spidap.html

For information about interviewing and about the research process generally see also freshmen composition textbooks such as Brenda Spatt's Writing from Sources and Rise Axelrod and Charles Cooper's The St. Martin's Guide to Writing.

For information about surveys and questionnaires, see business communications textbooks such as William Hinstreet, Wayne Baty, and Carol Lehman's Business Communications, and Mildred Patton's Questionnaire Research: A Practical Guide.

Grad Rule 101 Module Outline for Learning Area Seven: People and Cultures to Minnesota's Profile of Learning for Prospective Secondary Social Studies Teachers

By

Clark Johnson

A. Section 1. Introduction

1. Where does Social Studies fit into the Standards?

a) Take a look at the high standards in the profile of learning. Minnesota Grad Rule--High Standards: http://cfl.state.mn.us/GRAD/highstandards.htm

b) Take some time to see what students will need to do in order to graduate. Note that the ten learning areas are not divided into traditional subject areas such as math, history, English and chemistry. A result of this organization is that standards may be applied or assessed in different classes. After a quick review of the standards identify those standards that would best fit with a social studies class.

c) Think broadly.

d) What are the standards to which I could teach in a social studies class?

e) In what subject (history, geography, ect.) would they best be applied?

f) What would be appropriate content to use as an example in applying the standard?

g) What would be some activities that students could do to demonstrate that they have met the standard?

h) How would you know if your student had achieved the standard?

i) What would that student not only be able to do but actually do?

j) How do these standards fit with national standards?

k) How are they alike? How are they different?

l) Think about how you can combine state and national standards.

m) Look at how the national standards provide a framework of content for preparing students to meet the state standards.

n) Think about how the state and national standards can frame a secondary social studies course.

o) Expect Excellence: Curriculum Standards for Social Studies

http://www.ncss.org/standards/stitle.html

note: The executive summary and introduction to the NCSS Curriculum Standards.

National Standards for Civics and Government
http://www.civiced.org/stds.html

Geography for Life: National Geography Standards
http://www2.hawaii.edu/hga/Standard/Standard.html

National Standards for History in the Schools

http://www.sscnet.ucla.edu/nchs/standards.html

National Voluntary Standards for Teaching Economics
http://www.economicsamerica.org/standards.html

Section 2. Instruction

a) Pick one of the graduation standards that would fit with a class you teach or you would like to teach.

b) Identify content standards that would inform or frame the preparation for the state graduation standard.

c) After completing a complete list of appropriate standards look for connections.

d) Are there more than one standard that seem to fit together well?

e) Can you see any links among the various disciplines?

f) How would you sequence instruction to best provide a solid content background for students as they prepare to meet the Minnesota standard?

g) Create a possible sequence of content standards that would presage direct instruction for the Minnesota standard.

Section 3. Creating your own assessment tasks for a standard.

Increasingly social educators in Minnesota are taking advantage of a long overlooked feature of the Profile of Learning. You may elect to create your own assessment task(s) for students to meet the standard.

The purpose of this segment is to help you work through a process whereby you will create assessment task(s) for meeting a standard and then create a strategy for teaching to one of the assessment tasks.

a) **Grad Standard Assessment and Teaching Plan**

You will create an assessment and plan for preparing students to perform the assessment for the grad standard you selected for your class. These will be presented separately. Your assessment must be approved before you create the teaching strategy for it.

b) **Assessment of the standard.**

You will create a set of assessments through which you can evaluate student performance as it relates to the standard you have selected. The assessments must thoroughly and completely address the entire standard. You are expected to use performance-based assessments. You are asked to explain your assessments, create a scoring rubric and to self evaluate how thorough and authentic the assessments are.

c) **Description of the assessments.**

This needs to be a clear narrative explanation of each assessment. From reading your narrative I should be able to readily understand how to implement the assessment for the standard in a classroom. Feel free to actually create the assessments.

d) **Assessment Rubric.**

Create a rubric for one of the assessments, which clarifies the level of performance that you expect. (You would be well served to select the assessment for which you will design the teaching plan.)

e) **How well the assessment meets the standard?**

Clearly explain how the assessments you have created will assure that students can demonstrate their mastery of the complete graduation standard.

f) **Authentic, performance assessments.**

Clearly explain how your assessments meet the test of high performance and authenticity. Look at the criteria to assess for authenticity of tasks. Explain how this plan addresses all or some of the criteria {Link to Notes at the bottom of this section}

Section 4. Teaching plan.

You will create a complete strategy for preparing your students to demonstrate their achievement through one of the assessments you created for the standard thus meeting part or the entire standard. To do this you will:

a) Select one of the assessments you have created. Briefly describe the overall approach you will use to prepare your students to complete the assessment. How will this fit into your course?

b) The assessment will be described in a student handout, which would be given to the student as they begin to study and prepare for the performance. The handout invites the student to the learning and to strive for high performance. The handout clearly and comprehensively explains what is expected of the student and includes a scoring rubric used to evaluate student performance. Look at the criteria to assess for authenticity of student performance. Explain how this plan addresses all or some of the criteria. {Link to Notes at the bottom of this section}

c) Identify how you will diagnose students to determine their background knowledge and skills, which apply to the assessment.

d) You will create a day-to-day sequence of activities to prepare students to perform at a high level. Each day should be an outline of what the teacher and students will do. Each daily outline needs to include an objective(s) and describe clearly what you intend to do. Another teacher reading the plan should know what to do throughout the plan to mimic what you would do. For example, name sources for materials (e.g. give the name of a movie you intend to use), and at least describe the nature or purpose of discussion etc. (The activity needs to meet learning objectives. The outlines need to be clear and easily understood.)

e) The plan should take advantage of a variety of instructional approaches resulting in a mix of student activity. (I expect to be able to easily identify at least 4 instructional approaches such as simulation, group decision-making, map work, lecture/discussion, case studies etc.)

f) The plan should provide for authentic instruction. Look at the criteria to assess for authenticity of instruction. Explain how this plan addresses all or some of the criteria. {Link to Notes at the bottom of this section}

g) Remember the world is your lab. Use it. (I expect that some activity will be based in the world outside school.)

h) Assume that a third of your class has a reading level well below the grade you are teaching. You have a learning disabled student in your class who has a low reading level and has been mainstreamed in social studies for less than one year. Several students are on the 'A' honor roll. (This can be demonstrated throughout the plan or in a separate paragraph.)

Section 5. Using criteria to determine the authenticity of the tasks you design, how you evaluate student performance and how you instruct your students.

The following notes are drawn from A Guide to Authentic Instruction and assessment: Vision, Standards and Scoring, by Fred Newmann, Walter Secada and Gary Wehlage.*

This is an excellent guide to developing quality "authentic" assessments. It provides criteria that you can apply to assess the quality (in terms of authenticity) of the assessments you are creating.

It should be clear from your review of the Minnesota Graduation Standards that authenticity is a principle applied throughout the Profile of Learning and clearly merits your attention as you develop your own assessments for the high standards.

Just what is meant by authenticity? Newmann, Secada and Wehlage describe their vision of authenticity as celebrating three ideas: 1) construction of knowledge through 2) the use of disciplined inquiry that 3) has some value or meaning beyond success in school.

This vision, then, forms the base for evaluating the authenticity of the assessment(s) you are creating.

Construction of Knowledge

Task Criteria:

Organization of Information: The task asks students to organize, synthesize, interpret, explain, or evaluate complex information in addressing a concept, problem, or issue.
Consideration of Alternatives: The task asks students to consider alternative solutions, strategies, perspectives, or points of view in addressing a concept, problem, or issue.

Disciplined Inquiry

Task Criteria:

Disciplinary Content: The task asks students to show understanding and/or use ideas, theories, or perspectives considered central to an academic or professional discipline.
Disciplinary Process: The task asks students to use methods of inquiry, research, or communication characteristic of an academic or professional discipline.
Elaborated Written Communication: The task asks students to elaborate on their understanding, explanations, or conclusions through extended writing.

Value Beyond School

Task Criteria:

Problem Connected to the World Beyond the Classroom: The task asks students to address a concept, problem, or issue that is similar to one that they have encountered or are likely to encounter in life beyond the classroom.

Audience Beyond the School: The task asks students to communicate their knowledge, present a product or performance, or take some action for an audience beyond the teacher, classroom, and school building.

Section 5. Applying the Task Criteria

Look at the assessment(s) you have created and determine how they meet some or all of the criteria that Newmann, Secada and Wehlage set out in their "Guide." Explain clearly how the criteria are met.

Caution:
It is very difficult to create assessments that fully meet the above criteria. However, the criteria as seen together provide a standard to which you can seek to achieve.

The authors also offer criteria that serves to guide student performance and instruction. Use these criteria to guide your development of a strategy to teach to the assessment that you design.

Construction of Knowledge

Student Performance Criteria:

Analysis: Student performance demonstrates higher order thinking with social studies content by organizing, synthesizing, interpreting, evaluating, and hypothesizing to produce comparisons, contrasts, arguments, application of information to new contexts, and consideration of different ideas or points of view.

Instruction Criteria:

Higher Order Thinking: Instruction involves students in manipulating information and ideas by synthesizing, generalizing, explaining, hypothesizing, or arriving at conclusions that produce new meaning and understandings for them.

Disciplined Inquiry

Student Performance Criteria:
Disciplinary Concepts: Student performance demonstrates an understanding of ideas, concepts, theories, and principles from social disciplines and civic life by using them to interpret and explain specific, concrete information or events.
Elaborated Written Communication: Student performance demonstrates an elaborated account that is clear, coherent, and provides richness in details, qualifications and argument. The standard could be met by elaborated consideration of alternative points of view.

Instruction Criteria:

Deep Knowledge: Instruction addresses central ideas of a topic or discipline with enough thoroughness to explore connections and relationships and to produce relatively complex understandings.

Sustentative Conversation: Students engage in extended conversational exchanges with the teacher and/or their peers about subject mater in a way that builds an improved and shared understanding of ideas or topics.

Value Beyond School

Student Performance Criteria:

Production of discourse, products and performances that has meaning beyond success in school.

Instruction Criteria:

Connections to the World Beyond the Classroom: Students make connections between substantive knowledge and either public problems or personal experiences.

*Newmann, Fred M., Secada, Walter G. and Wehlage, Gary G.. A Guide to Authentic Instruction and assessment: Vision, Standards and Scoring. Madison, WI: Wisconsin Center for Education Research. 1995.

Other Links

There are a number of good sites available to help you with the design of authentic performance assessments. Take a look at these:

Steps to Designing Performance Assessments.
http://www.manhattan.k12.ks.us/dms/pages/design/design.html
Performance Assessment Internet Resources
http://www.coe.missouri.edu/~map/edulinks/perf.html
Assessment Resource Center...Performance Assessment Clearinghouse
http://www.coe.missouri.edu/~arcwww/pa/res.html
Performance Assessment Homepage...Staff Development Website
http://www.manhattan.k12.ks.us/dms/pages/index.html
Performance Assessment Resources Page:
http://www.manhattan.k12.ks.us/dms/pages/assist/sites.html#

Section 6. Using a Performance Package

Take a look at the list of performance packages (http://projects.sigsoft.com/dcfl/images/databaseinfo.htm) available on the on the Minnesota Electronic Curriculum Repository (http://mecr.state.mn.us/home). One way to access these assessments is through the Learning Area List (http://mecr.state.mn.us/lalist).

At the time of this writing there are four performance packages associated with the learning areas of Inquiry and Peoples & Cultures. They are:

Inquiry...
Accessing Information (middle level)
http://mecr.state.mn.us/csview?CS_ID=50302&GYEAR=2002&EDLVL_ID=3
Case Study (high school)
http://mecr.state.mn.us/csview?CS_ID=50413&GYEAR=2002&EDLVL_ID=4
Peoples & Cultures...
Current Issue Analysis (middle level)
http://mecr.state.mn.us/csview?CS_ID=70301&GYEAR=2002&EDLVL_ID=3
Community Interaction (high school)
http://mecr.state.mn.us/csview?CS_ID=70405&GYEAR=2002&EDLVL_ID=4

You may also want to look at Economic Systems (high school) (http://mecr.state.mn.us/csview?CS_ID=90401&GYEAR=2002&EDLVL_ID=4) Which is associated with Resource Management and typically would be taught in a social studies class.

Let's begin with a close examination of the Community Interaction Performance Package. Within that we'll focus on one of the three assessment tasks.

By definition this performance package meets the content standard of Community Interaction.

The standard is:

A student shall demonstrate an understanding of the relationships between organizations and the communities the organizations serve through direct service or experience, by:

A. assessing and evaluating the impact of an issue, event, or service on a target population; and

B. suggesting, applying, and evaluating strategies designed to improve the community through direct service or other authentic experience.

Note that there are three assessment tasks listed:
1. Examining a Current Community Service/Event Task
2. Designing and Participating in a Community Service/Event Task
3. Youth Role Model Program

Essentially, task number one meets part A of the standard and task #2 meets part B of the standard. Task 3 meets the entire standard.

Examine all three tasks. Explain how completing the task would allow the student to demonstrate mastery of that part of the standard it addresses. What do you suppose the authors were thinking in determining that the assessment tasks meet part or the entire standard? What is their logic? This is a critical step because as you design assessment tasks for standards you will need to demonstrate and explain how the task(s) you design fully meet the content standard of the graduation rule.

A good way to get ready to create your own assessment tasks for the high standards is to work with one of the assessment tasks already written as part of a performance package.

You will create an outline for a teaching strategy, which will prepare a student to achieve one task, associated with one of the following standards and associated performance package:

Community Interaction [not the task modeled in our class] (People and Cultures)
Current Issue Analysis (People and Cultures)
Accessing Information (Inquiry)
Case Study (Inquiry)
Select one of the tasks and then prepare your instructional plan. Please state whether you are using a 50 or 90-minute class period.

Your plan will consist of the following:

1. A student handout that welcomes the student to the task and clearly explains what is expected of the student. (This needs to be friendly, clear and comprehensive)

2. A day-to-day sequence of activities to prepare students to perform one of the tasks in the performance package. Each daily outline needs to include an objective(s) and a list of teaching strategies used to meet the objective. Briefly, yet clearly, explain how the strategies will provide for the objective to be met. (By reading the outline a social studies teacher would have a clear and thorough idea of how to prepare students to succeed at the task. Activities can meet learning objectives.)

3. Use a variety of instructional approaches resulting in a mix of student activity. (I expect to be able to easily identify at least 3 instructional approaches such as simulation, group decision-making, slide lecture, map work, lecture/discussion, case studies etc.) Remember the world is your lab. Use it. (I expect that some activity will be based in the world outside school.)

4. Assume that a third of your class has a reading level well below the grade you are teaching. You have a learning disabled student in your class who has a low reading level and has been mainstreamed in social studies for less than one year. Several students are on the 'A' honor roll. (points for attention to class demographics. This can be demonstrated throughout the strategy or in a separate paragraph).

An example of the day-to-day sequence of activities follows:

Section 7. Teaching to an Assessment Task
Youth Role Model Program

Before reviewing the following, please read and reread the assessment task, Youth Role Model Program. Pay particular attention to how students will be evaluated (feedback checklist). Make sure that you know exactly what is expected of students. Get a picture of the entire activity in your mind.

Then, take a look at the standard that it addresses:
Community Interaction
A student shall demonstrate an understanding of the relationships between organizations and the communities the organizations serve through direct service or experience, by:

A. assessing and evaluating the impact of an issue, event, or service on a target population; and

B. suggesting, applying, and evaluating strategies designed to improve the community through direct service or other authentic experience.

Think about how through this assessment task students can demonstrate mastery of the standard.

Section 8. Teaching Strategy: Youth Role Model Program
Day-to-Day sequence of Teaching Activities

Note: This strategy assumes that prior appropriate arrangements have been made with an elementary school including securing permission from parents for their elementary children to participate.

Day 1
Students will:

e) Brainstorm young people's needs and interests and potential program activities.
2. Determine what is meant by feasibility and appropriateness of activities.
3. Determine which activities are most feasible and appropriate.

Teaching Strategy:

1. As a class discuss what it's like to be a grade school child.
2. Brainstorm what are the needs and interests (perhaps separately) of young people in grades 1-6. Gestalt the list.
3. Brainstorm what are some activities that would help meet those needs and interests. Gestalt the list seeking 8-10 categories.
4. Talk about what the words appropriate and feasible mean. Create a list of criteria that would apply to the two concepts.
5. Apply the criteria to the list of activities to eliminate inappropriate and infeasible activities and decide which are the most appropriate and feasible.
6. Students write questions to ask a panel of community people who work with children.

Day 2

Students will:
1. Listen to and ask questions of community people who work with children.

Teaching Strategy:

1. Community resource panel including a presentation on sensitivity and legalities of working with children.

Days 3 - 5

Students will:
Form project groups of 4-5 students around one set of activities.
1. Create a set of questions that should be addressed in a needs assessment.
2. Create a set of needs assessment procedures.

Teaching Strategy:

1. Review what was learned from the community resource panel.

2. Students will be assigned to a set of activities with which they will work (groups of 4-5). Care will be taken to assure a mix of abilities and learning styles in each of the groups. (Assuming there is a mainstreamed learning disabled student in the class, that student would be paired with an empathetic partner with whom the arrangement would be discussed prior to the assignment.)

3. In groups students create a set of questions to be addressed.

4. Teach interviewing (using, in part, role play), surveys/questionnaires (document analysis), focus groups (video/discussion), art activities and role play (skill builders

5. Each student in the group works with one technique. Students using same technique meet in technique groups (jigsaw) to discuss the strategy in more depth and identify steps for implementation. This group will become a consultant group for that strategy and offer help to others in the group.

6. Each student creates a strategy for implementation including questions to be asked, which should be the respondents, and arrangements to be made.

Days 5-12

Students will:
Prepare for and conduct their needs assessment

Teaching Strategy:

1. Teacher checks with each student prior to the implementation of their needs assessment.

2. Students conduct needs assessment.

Note: During this time other subjects would be addressed in the class, as most of this would be done outside of class.

Day 13

Students will:
Share findings from their needs assessment.
In groups write a conclusion from the needs assessment and select a goal for a program activity.

Teaching Strategy:

Students will work in groups to discuss the results of the needs assessment.
Groups will write a conclusion about what is needed and a goal(s) for an activity. Groups share their goals with the class.

Day 14

Students will:
1. Identify steps needed in developing a project.
2. In groups create an action plan.

Teaching Strategy:

1. As a class brainstorm/gestalt steps that need to be taken to complete a program working with children and roles that could be played in putting together the project.

2. Groups clearly describe the activity they will do. That becomes the end of a timeline. Steps are identified to make the project work and are added to the timeline.

3. Groups identify various roles for their project making sure that the roles are equal in time and energy to complete. Each student in the group adopts one of the roles

4. Groups present a complete action plan including project definition, timeline, and roles to the teacher for acceptance.

Days 15-22

Students will:
Conduct their project.

Note: During this time other subjects would be addressed in the class, as this would be done outside of class.

Day 23

Students will:
1. Report to the class about their project.

2. Evaluate their project.

Teaching strategy:

1. Through lecture/discussion the teacher helps students learn about evaluation of activities.

2. Each group will evaluate the effectiveness of their project. They will evaluate how effective the project was in meeting the goal(s) of the project. They will identify strengths and weaknesses of the activity in meeting the goal. Each group reports their findings to the class

Part IV

Implementing the Graduation Rule Standards

Curriculum Web Tasks

Task Name	Web Page	Word Doc
Task # 1: Write and Speak - High School - Technical Writing	Go to Page	Download
Task # 2: Write and Speak - High School – Public Speaking	Go to Page	Download
Task # 3: Write and Speak- High School - Interpersonal Communication	Go to Page	Download
Task # 4: Write and Speak- Intermediate- Writing	Go to Page	Download
Task # 5: Write and Speak- Intermediate- Speaking	Go to Page	Download
Task # 6: People and Cultures – High School – Diverse Perspectives	Go to Page	Download
Task # 7: Write and Speak- Middle-level - Writing	Go to Page	Download
Task # 8: Write and Speak- Middle-level – Interpersonal Communication	Go to Page	Download
Task # 9: Literature and the Arts- High School- Literacy and Arts creation and performance	Go to Page	Download
Task # 10: Literature and the Arts- High School- Literature and arts analysis and interpretation	Go to Page	Download
Task # 11: The Arts- Primary – Artistic creativity, performance, and expression	Go to Page	Download
Task # 12: The Arts- Intermediate – Artistic creativity, performance, and expression	Go to Page	Download
Task # 13: The Arts- Middle Level – Artistic Creativity and Performance	Go to Page	Download
Task # 14: The Arts- Middle Level – Artistic Interpretation	Go to Page	Download
Task # 15: Mathematics- High School – Discrete Mathematics	Go to Page	Download
Task # 16: Mathematics- High School – Chance and Data Analysis	Go to Page	Download
Task # 17: Mathematics- High School – Algebraic Patterns	Go to Page	Download
Task # 18: Mathematics- High School – Technical Applications	Go to Page	Download
Task # 19: Mathematical Applications- Primary – Number Sense	Go to Page	Download
Task # 20: Mathematical Applications- Primary – Shape, Space, and Measurement	Go to Page	Download
Task # 21: Mathematical Applications- Primary – Shape, Space, and Measurement (Different Doc)	Go to Page	Download
Task # 22: Mathematical Applications- Intermediate – Shape, Space, and Measurement	Go to Page	Download

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Task # 23: Mathematical Applications- Intermediate – Number Sense	Go to Page	Download
Task # 24: Mathematical Applications- Intermediate – Chance and Data Handling	Go to Page	Download